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ABSTRACT

This guidebook is designed for use in teaching students enrolled in pre-employment laboratory education (PELE) home furnishing/interior design programs. The first of two major sections includes an overview for teachers on planning, conducting, and evaluating a home furnishings/interior design program. Specific topics discussed in section 1 include (1) facilities and equipment, (2) teacher responsibilities, (3) student selection, (4) scheduling, (5) classroom instruction, (6) laboratory management, (7) laboratory experiences, and (8) utilization of class output. Section 2 presents the PELE home furnishings/interior design curriculum. Lesson plans are presented within five areas: construction of home furnishings items, design in home furnishings, arrangement of interiors, floral design, and introduction to the home furnishings industry. Each lesson plan follows a typical format that includes six parts: subject title, competency, objectives, sub-competencies, laboratory skills, and classroom concepts. A detailed reference list is appended. (LRA)

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PRE-EMPLOYMENT LABORATORY EDUCATION

HOME FURNISHINGS/INTERIOR DESIGN GUIDEBOOK

Materials Developed and Distributed by

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Directed by

Texas Tech University
College of Home Economics
Department of
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In cooperation with

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Department of Occupational
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FOREWORD

Purposes for vocational education outlined by the 1976 Education Amendments include maintaining existing programs of vocational education, developing new programs of vocational education, and developing and carrying out vocational education programs within each state so as to overcome sex discrimination and sex stereotyping in vocational education programs. The Educational Amendments provide for encouraging both males and females to prepare for combining the roles of homemakers and wage earners. The Vocational Act of 1963 and the Vocational Amendments of 1968 focused attention on the need for more occupational education programs for students at the high school level. Educators have become increasingly concerned about students who graduate or leave school without the vocational preparation for earning a living and who therefore fail to become contributing members of society. The 1963 Act and the Amendments of 1968 and 1976 have provided opportunities for schools to offer additional educational programs to help meet the vocational needs of students of both sexes in our competitive and technological society.

The gainful employment programs are not, in any sense, meant to replace the homemaking education courses directed toward homemaking. More and more persons in our society are assuming the dual role of homemaker and wage earner. Home economics thus has the responsibility for helping men and women meet the demands of both of these roles. An additional responsibility is that of providing training for students who may be interested in occupations related to home economics.

In summary, some of the reasons education for employment is appropriate in home economics are the following: with an increasing number of women employed outside the home, both men and women need preparation for the dual roles they are assuming; there is an increasing need for personnel in the service occupations related to home economics; the number of jobs for unskilled workers is decreasing; more and more jobs require training of some kind; and current information indicates the desirability for all secondary students to graduate with a saleable skill.

We, as home economists, must both meet the challenge to provide students with opportunities for gainful employment training while they are in high school and encourage them to consider advanced training after graduation.

The various subject-matter areas of home economics are relevant to a variety of occupations. There is a need in many occupations for employees who have had some training, but not necessarily a college degree or even college credit. During the past few years, an increasing number of people eat outside the home, leave their children in child care centers, purchase ready-made clothing, desire alterations or repairs on their clothing, want help with decorating their homes, and require clean, pleasant surroundings in homes, hotels, motels, hospitals, schools, and public buildings. With the expanded demand for services, the need for more trained employees in the areas of care and guidance of children; clothing management, production, and services; food management, production, and services; home furnishings, equipment, and supplies; and institutional and home management and supportive services is apparent.

The Home Economics Pre-Employment Laboratory Education program is an occupational program which helps students prepare for the world of work or for advanced education in these occupational areas. Many students who participate in this program continue their educations either in technical schools or in colleges; others become full-time employees upon graduation.

The Home Furnishings/Interior Design Guidebook is designed for use in teaching students enrolled in PELE Home Furnishings/Interior Design programs. The guidebook covers competencies needed by entry-level workers in a variety of home furnishings-related jobs.

The following concepts are included: construction of home furnishings items, design in home furnishings, arrangement of interiors, floral design, and an introduction to the home furnishings industry.

The information included in this publication is presented in two sections. The first section includes an overview for teachers on planning, conducting, and evaluating a PELE Home Furnishings/Interior Design program.

The second section includes these home furnishings/interior design concepts and subconcepts:

The unit on construction of home furnishings items includes basic information on commercial and industrial sewing and construction of draperies, curtains, shades, window headings, and decorative items.

The concept, design in home furnishings, includes study of the principles and elements of design, accessories, furniture design and construction, home lighting, floor coverings, walls and ceilings, windows and window treatments, tableware, table linens, centerpieces, household linens, and kitchen equipment and utensils.

Arrangement of interiors is applied to floor plans and room arrangements in interior design and to merchandise display.

Skills in floral design are developed through an introduction to the floral business and design and display of floral items.

An introduction to the home furnishings industry is provided through an orientation to employment, study of procedures performed in home furnishings jobs, and techniques for handling merchandise.

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SECTION ONE

OPERATION OF A PELE HOME FURNISHINGS/INTERIOR DESIGN PROGRAM

OPERATION OF A PELE HOME FURNISHINGS/INTERIOR DESIGN PROGRAM

Overview of Program

The Home Economics Pre-Employment Laboratory Education Home Furnishings/Interior Design program is an occupational program which helps students prepare for the world of work or for advanced education in the area of home furnishings, equipment, and supplies. Many students who participate in this program continue their education in technical schools or in colleges, while others become full-time employees upon graduation.

Home Furnishings and Interior Design are two of the approvable PELE programs. In order to train students for employment in entry-level positions, the home furnishings/interior design program should include instruction in various competency areas of home furnishings-related occupations. The list of competencies is included at the beginning of Section Two: PELE Home Furnishings/Interior Design Curriculum, page 39.

Many career opportunities exist in the areas of home furnishings, equipment, and supplies. Laboratory experiences and classroom instruction are designed to provide students with knowledge and skills needed for gainful employment in these areas. These experiences are conducted in a commercially equipped home furnishings/interior design laboratory on the high school campus.

Facilities and Equipment

The facility should meet minimum space requirements recommended in the current Vocational Homemaking Education Program Standards (Texas Education Agency). The Suggested Equipment List for Home Economics Pre-Employment Education--Home Furnishings/Interior Design (Figure 1, page 28) identifies approvable equipment and shows an acceptable floor plan. Within funds available, equipment on the list is reimbursable according to the district's current percentage assignment for state participation in equipment funding. Request for equipment reimbursement is made on form VOC 052 R 75, Reimbursable Equipment Schedule. Items to be purchased are selected from bids submitted according to the local school district's policy. Major equipment (items costing $100 or more per unit) and minor equipment (items costing less than $100 per unit) must be listed separately. All items must be properly and adequately described including size and capacity when applicable. When completed, send three copies of the Reimbursable Equipment Schedule, TEA Form 221 and the superintendent's request for approval to the Director of Secondary Programs, Department of Occupational Education and Technology, Texas Education Agency, 201 East Eleventh Street, Austin, Texas 78701.

The laboratory should have a minimum of 1344 square feet. It should be planned to provide simulated activities in the following home furnishings-related businesses: an interior decorator or design shop, a custom drapery and accessory shop, and a retail florist shop. Adequate space must be provided for students to work efficiently and for the teacher to supervise laboratory work. Arrangement of the home furnishings/interior design laboratory so that traffic patterns eliminate congestion and confusion is very important to insure efficient and realistic work activities. Plans for the facility must be approved by the vocational homemaking education consultant serving the school district.

Teacher Responsibilities

Since PELE Home Furnishings/Interior Design programs are designed to prepare students for entry-level positions in home furnishings businesses and industry, laboratories should simulate actual job situations. To achieve such a situation, the PELE teacher must assume the appropriate management role(s)--interior designer, drapery room supervisor, sewing room foreperson, florist shop manager, store manager, head display person, etc. Proper planning, efficient execution, and adequate evaluation are essential in order to insure successful learning experiences. The following is a brief synopsis of the PELE teacher's duties in relation to operating the PELE Home Furnishings/Interior Design program.

Project Planning--Planning must involve deciding what projects will be carried out in the laboratory. Projects should be planned to include all aspects of home furnishings, equipment, and supplies as they relate to actual jobs. Planning also involves determining utilization of class output, including both products and services.

Pattern Development--For assembly line projects, patterns must be developed which provide learning experiences needed by students at a particular point in their study. Patterns should also be developed to utilize the desired number of workers in their construction.

Procurement of Supplies--Supplies for the laboratory can be obtained more easily when the PELE teacher gains an awareness of possible sources. Once the possibilities are known, projects can be planned and needs determined for specific quantity and quality of items. In the case of donated fabrics and trims, development of patterns for home accessories must be based on the materials available, and any additional supplies must be secured after that. Purchasing procedures for laboratories vary according to school policy and locale.

Detailed Planning of Production and Services--Every project must be planned to fit into the scheduled laboratory units. Production time must be carefully estimated to insure that items are ready when needed. Plan home furnishings production and service activities for students which realistically duplicate those required in home furnishings-related businesses and industries. The students should be required to meet deadlines and experience normal pressures which exist in jobs related to home furnishings, equipment, and supplies so that they will be better prepared for future employment. Plan each project in detail. Double check to be sure the number of people with the skills required and the physical facilities and equipment to carry out the project efficiently and effectively are available. Early in the year, projects should be kept simple. Increase difficulty as students gain skill and confidence.

Supervision of Production and Services--The responsibility of supervising students while home furnishings construction and service projects are underway in the laboratory involves many activities. Students must be trained to perform as they would on the job. While providing instruction for students, the PELE teacher must also supervise activities so that the laboratory becomes a realistic work situation with each worker assigned specific tasks to be performed under realistic job pressures. Use of a small team approach may make supervision of students' work easier. Each team leader inspects all work completed by the team and must initial and attach an inspection slip to each item. The group leader may also be made responsible for getting out and putting away the tote tray and other supplies needed by the group.

Clean-Up--Thorough clean-up is a must for efficient operation of the laboratory or on the job. By clean-up time, workers are tired and are faced with perhaps their least favorite task. Preparing and following a detailed cleaning schedule in PELE laboratory work improves the efficiency and effectiveness of clean-up procedures. Such planning will pay dividends in both a cleaner facility and happier workers. Including such tasks in laboratory work provides realistic training for actual job situations.

Evaluation--A continual plan of laboratory evaluation is essential in order to run an effective laboratory operation and to train students. When undesirable events occur in the laboratory, the teacher and students must try to discover why they happened and what can be done to prevent their occurence in the future. Evaluation can also generate valuable ideas for improvement.

Public Relations--The responsibility to "sell" the services offered by the PELE Home Furnishings/Interior Design laboratory rests squarely on the shoulders of the teacher. A good public image goes a long way in creating sales, provided quality work and products are offered. The entire image of the program may well depend on what the public sees when they come to bring fabric for curtains or draperies, to purchase floral arrangements, to purchase home accessories, to discuss interior decorating problems, etc.

Training for Job Success--When training students in the laboratory, emphasis should be placed on workers' following specific procedures as instructed by supervisors. Every interior decorator or designer or home furnishings-related business has its own methods and specific procedures for performance of required tasks. People hired (even the experienced) must be taught how to do things according to the established procedures of the particular business or manufacturer. A worker's willingness and ability to follow directions is a key to success on the job.

Problem Solving and Decision Making--In all phases of operating the laboratory, the teacher is called upon to evaluate problem situations and make decisions regarding them. There is rarely one best solution for any problem. Frequently, problem solving and decision making are done within drastically limited time. It is inevitable that some mistakes will be made. Thinking carefully through the steps in the decision making process helps one to view the situation more clearly. Consideration of the various advantages and disadvantages involved in solving a problem in different ways may also indicate directions to take in decision making.

The PELE Home Furnishings/Interior Design teacher has a great deal in common with managers and supervisors in interior decoration and design shops, drapery and home accessory shops, florist shops, and other home furnishings-related businesses. All must decide on the final product or service desired, plan production or operations, teach the personnel how to produce or sell the end product or service desired, and evaluate the final production or service, personnel, and procedures used to achieve it. The PELE teacher will place emphasis on training and evaluating the students. The manager or supervisor will look more at the process and the final product or service with an emphasis on costs and may use such evaluation to determine whether a particular worker is given a promotion or is fired. Using all available resources wisely and efficiently will help the teacher run a smooth and efficient operation in the classroom and laboratory. Resouces available to the teacher include:

1) Instructional Materials--The PELE Home Furnishings/Interior Design Guidebook provides the framework for class and laboratory instruction in home furnishings, equipment, and supplies. The guide is divided into units which cover various subject areas. Specific statements describe competencies that students should achieve to be successful in home furnishings/interior design jobs. Successful achievement of these designated competencies should be required of students before passing grades are given. For each subject area, overall objectives are given to aid in guiding students toward various goals. Sub-competencies are stated which students should achieve in order to master the major competencies. Skills the students should develop through laboratory experiences and concepts to be developed through classroom instruction are given for each sub-competency.

   Various home furnishings-related textbooks and references are available which will aid in planning and implementing the instructional program. Free instructional materials may be available from textile producers, equipment manufacturers, and trade associations. Trade journals, pamphlets, basic references, current and pertinent books and periodicals are needed. Resources should include books on textiles, design, furniture, lighting, floor coverings, walls and ceilings, windows and window treatments, tableware, linens, kitchen equipment and utensils, arranging of interiors, floral design, construction of home furnishings items, and business operation. Reference materials should include periodicals on floral design, home furnishings, interior decoration, professional interior design, and architecture, as well as general interest periodicals. The reference list accompanying the PELE Home Furnishings/Interior Design Guidebook suggests a variety of periodicals.

Texts and reference materials in some aspects of home furnishings, equipment, and supplies are extremely limited. In many areas of instruction the teacher will find it necessary to develop her/his own teaching materials. Mimeographed material may be produced from current materials in trade publications, brochures, bulletins and reports from trade associations, or materials obtained from business firms. Forms needed for drapery construction, floral design, and interior design units may be obtained by the PELE teacher in limited quantities without cost from local businesses, florists, and interior designers. When forms and other materials must be reproduced in quantity for class use, permission to reproduce the materials should be obtained from their source.

A skilled teacher will make liberal use of merchandise samples, slides, transparencies, charts, industry materials and other visual aids to illustrate and visualize the concepts being taught. Again, these must usually be collected and/or prepared by the individual PELE teacher. In addition, the teacher may find it necessary to develop his/her own training films to supplement those available commercially. Be sure to update such materials regularly in order to keep them current.

2) Advisory Council--An advisory council is essential to obtain information and advice needed for effective planning and operation of the PELE Home Furnishings/Interior Design program. Advisors might include persons at different levels of employment representing industry, trade associations, related business and industry and, where appropriate, local labor organizations in the community. Members might include an interior decorator or designer; the owner or manager of a florist shop, a drapery shop, a furniture store, or department store; a display person; or an employee from a textile mill. Such individuals can provide valuable input and may be sources of providing jobs for PELE graduates. In many cases they may be helpful in securing donations of instructional equipment and materials, in providing assistance and facilities for field trips, and in identifying and obtaining instructional materials. Advisors should also include students, parents, and administrators.

Student Selection

The PELE Home Furnishings/Interior Design program is designed for students, both male and female, in grades 10, 11, and 12 who are interested in working in the home furnishings/interior design field. Many students are unaware of the career opportunities in home furnishings-related industries and businesses. They may need information on the jobs available and on opportunities for advancement. Students considering the program should be given the chance to meet successful workers at all levels in the field of home furnishings, equipment, and supplies.

A system should be used for enrolling students who have the potential to succeed. Acceptance for participation in the PELE Home Furnishings/Interior Design program should be based on the student's training objective, aptitude, interest, need, and physical or mental competence. Students enrolled should be manually dextrous, be able to discern colors, and enjoy working with fabrics, furnishings, and accessories. Some evidence of creative talent should be evidenced by students who are specifically interested in floral design, interior design or display. Students interested in merchandising should possess an outgoing and pleasant personality, ability to get along with people, and an interest in furniture and home accessories.

General school records, aptitude test results and information on the nature of the program can be useful tools in assisting potential students in making the decision of whether to enroll or not.

Scheduling

For an effective PELE program, the schedule should be planned to insure the following:

1) Adequate time for class instruction. At least 3 hours per week should be allotted for study of home furnishings, equipment, and supplies and discussion of laboratory experiences. The remaining class time, about 2 hours per week, should be devoted to general instruction related to entering the world of work.

2) Adequate time for laboratory experiences. At least 5 hours per week should be spent in the PELE home furnishings/interior design laboratory performing tasks as similar as possible to ones performed in actual businesses related to home furnishings.

3) Appropriate amount of time for different aspects of home furnishings, equipment and supplies. In order to use available resources efficiently and provide a variety of learning opportunities, laboratory experiences should be planned which are appropriate for the student's level of skill and which provide training in drapery and home accessory construction, floral design, interior design, and display. Training in most, if not all, of these areas greatly improves the student's employability.

Classroom Instruction

Class instruction should be designed to help students gain knowledge of businesses related to home furnishings and interior design, how businesses function, and the worker's place in the world of work. The PELE Home Furnishings/Interior Design Guidebook should be used to establish a general plan for classroom instruction. It includes the concepts which should be included in class cinstruction in order to provide necessary background knowledge on which laboratory experiences are based. Notice that the guidebook begins with skill development rather than theory in order to attract students' interests.

Instructional materials from a variety of sources should be utilized in developing an instructional program. PELE Home Furnishings/Interior Design Guidebook, Home Furnishings Aide, Home Furnishings Services, and Housing and Home Furnishings are publications available through the Home Economics Instructional Materials Center for various homemaking programs. These provide helpful suggestions for teaching many concepts in home furnishings and interior design.

State adopted textbooks might be used for individual study or they might form the basis for classroom activities. State adopted textbooks that might prove helpful are Homes: Today and Tomorrow; The Home, Its Furnishings and Equipment; Housing and Home Management; Home Management Is...; and Textiles for Homes and People. Additional information can be found in other textbooks and related resources included in the reference list attached to this publication.

Sources of Materials

The following is a list of companies and services which have materials available in home furnishings, interior design, floral design, display, and merchandising. Most of the materials are free or available at a nominal charge. Addresses for these companies are included in the reference list attached to this publication.

- American Textile Manufacturer Institute
- American Thread
- Butterick Publishing
- Celeanese Fibers Marketing Company
- Coats and Clarks, Inc.
- Ethan Allen, Inc.
- Florists' Transworld Delivery Associates
- Kirsch Company
- Kogos Company
- The McCall Pattern Company, Education Department
- J.C. Penney Company, Inc.
- Simplicity Pattern Company, Inc., Educational Division
- The Singer Company
- Superintendent of Documents, U.S. Government Printing Office
- Union Special Corporation

Sources of Housing and Home Furnishings News

Every business and profession has its own publications aimed toward those employed in the field. Likewise, home furnishings industry has its own trade publications. These papers and journals are intended to reach manufacturers, buyers, retailers, and others in the industry. A list of home furnishings and interior design trade publications is given below. Your librarian or local business persons can provide current addresses and subscription information. Such trade publications are a "must" for the PELE library.

- American Fabrics Magazine
- American Textiles
- Antiques Magazine
- Architect's Yearbook
- Architectural Forum
- Art News
- Curtain and Drapery Department Magazine
- Daily News Record
- Design and Environment
- Home Furnishings Daily
- Interior Design
- Interiors
- Journal of the American Institute of Planners
- Journal of Retailing
- Linens and Domestics
- Modern Floor Coverings
- Modern Textiles Magazines
- National Furniture Review

Fabric News
Floor Covering Weekly
Florist and Nursery Exchange
The Florists Review
Flower News
Furniture Manufacturer
Furniture Retailer Magazine
Giftwares
Sew Business
Southern Florist and Nurseryman
Southwest Furniture News
Western Fabrics, Curtains, and Draperies
Western Furniture Manufacturing
Woverly's Easy To Do Decorating

Another source of home furnishings/interior design news is consumer magazines. Each home furnishings/interior design magazine aims at a particular audience. A list of the magazine types, magazine titles, the audience to which they are directed, and a brief summary of the magazine content is included in Figure 2, below.

One of the most important media for communicating housing and home furnishings news is the newspaper. Because the newspaper is printed daily, it communicates the most current interior design ideas quickly. Stores use this medium to let consumers know the latest interior design news. Special family sections or circulars in Sunday newspaper editions include housing and home furnishings news and advertising.

Figure 2

MAGAZINES AS SOURCES OF HOUSING AND HOME FURNISHINGS NEWS

Magazine Type	Magazine Title	Audience	Content
Decorating and Architecture	Architectural Design Houston Home and Gardens Today's Homes Progressive Architecture House and Garden House Beautiful House Beautiful's Home Decorating Housing Interiors Texas Homes	Mature, well-to-do homemakers, professionals.	New trends in architectural structure and interior designs; greatly influence home furnishings and home accessories; widely read by persons in the housing and home furnishings trade and by those who create decorating news.
Budget Decorating	Budget Decorating 1,001 Decorating Ideas Good Ideas for Decorating Apartment Living Apartment Life	Homemakers	Coming trends and merchandise; inexpensive decorating ideas and decorating projects.

Figure 2 (cont.)

Family Magazines	Family Circle Woman's Day Ladies' Home Journal Good Housekeeping McCall's Better Homes and Gardens American Home	Homemakers	Articles on a variety of topics including home furnishings, decorating, and architecture; greater circulation than the architecture and interior design magazines.
Women's Magazines	Cosmopolitan Redbook MS.	Women	Articles and advertisements on home furnishings and decorating; considered liberal in nature.
Men's Magazines	Esquire Playboy	Men	Articles and advertisements of masculine home furnishings and decorating ideas.
General Magazines	Time Newsweek Reader's Digest Holiday Ebony Essence	Entire public	Home furnishings advertisements; occasional news of home furnishings and interior design

The television is also an important source of housing and home furnishings news. Retail stores make use of television for home furnishings, equipment, and home accessories advertising. Local television shows often include furnishings in their format. The national network shows such as Today occasionally cover home furnishings and interior designers.

Direct mail is another force in home furnishings, equipment, and accessories merchandising. The catalogs of such mail order firms as Sears, Roebuck, Montgomery Ward, Spiegel, and J.C. Penney are sources of home furnishings, equipment, and home accessories information. Monthly statement enclosures, circulars, folders, pamphlets, and brochures from stores are other sources of direct mail home furnishings, equipment, and home accessories news. At Christmas, many of the large stores issue a holiday catalog including home accessories and equipment for gift ideas.

Home furnishings, equipment, and home accessories manufacturers also use direct mail at the trade level. Many firms send brochures or catalogs covering their new lines.

Students should be made aware of the vast sources of home furnishings, equipment, and home accessories news in order that they may become familiar with the always changing decorating trends and news.

Teaching Aids

A variety of teaching aids are needed in the Home Furnishings/Interior Design program. However, it may be necessary to utilize materials already available in the school and to purchase multipurpose items whenever possible. For example, a variety of containers of different sizes, shapes, and colors could be used in the unit on display as well as in the floral design unit.

Suggested resource materials for teaching units on furniture, wall, and floor coverings include:

Samples of different woods, with various finishes, including veneer.
Samples of various joints, such as mortise and tenon.
Examples of different styles of table and chair legs.
Cutaways of upholstered furniture and mattresses.
Samples of upholstery fabrics.
Samples of paints, wall papers, paneling, and wall finishes.
Samples of soft and hard floor coverings.

Units on tableware and linens can be taught in a food laboratory with an adequate supply of china, glassware, silverware, and a variety of tableware. Items could be borrowed from the useful homemaking laboratory.

If tableware and linens are not available in the school, items in a variety of patterns and prices should be obtained in the following categories:

- Tableware
  - Bone and porcelain china
  - Earthenware and pottery
  - Plastic
  - Corning ware

- Glassware
  - Crystal stemware
  - Cut glass
  - Plastic
  - Other

- Flatware
  - Plated ware
  - Stainless steel
  - Sterling silver (may be borrowed)

- Table linens (in various shapes, sizes, fabrics, materials, textures, and colors)
  - Table cloths
  - Table runners
  - Place mats

- Household linens (in various qualities, fiber contents, finishes, sizes, styles, and weaves)
  - Sheets
  - Towels

For study of kitchen equipment and small appliances, items available in the useful homemaking laboratory may be used. It may also be possible to borrow items from individuals or businesses or to take field trips to provide exposure to a variety of kitchen equipment and small appliances when time and distance permit. Items should be purchased to supplement those available in the school when necessary.

In floral design, specimens, pictures, and slides of cut flowers, pot plants, and foliage are needed for class instruction.

Field Trips

To familiarize students with actual work settings, field trips should be an important part of the class instruction in the PELE Home Furnishings/Interior Design program. Knowing local employers can also be an important aid to students in getting jobs.

To develop an effective program and to develop sources for field trips, the PELE teacher needs to know the people in home furnishings/interior design businesses in the community. Visit as many shops and businesses as possible. Moreover, maintain continuous contact throughout the year. Attend furniture shows and showings to get ideas. Take students to these events when possible.

Laboratory Management

Management of the PELE Home Furnishings/Interior Design laboratory entails a variety of concerns including sources of instructional supplies, storage, and safety. Additional factors to be considered in managing the laboratory include control of supplies, training, methods, quality control, and recognition of quality performance.

Sources of Supplies

In all aspects of the home furnishings/interior design program, it is imperative that students have a constant supply of materials available for experimentation and practice. To reduce the cost of these supplies, the following suggestions may be useful:

1) Donations of fabrics and other supplies, such as trimmings and notions, for student use may be obtainable from local manufacturers, textile mills, drapery shops, upholstery shops, and furniture stores.

2) From the community, the PELE teacher may be able to obtain donations of furnishings, accessories, fabric, and notions.

3) Defective products and flawed fabrics can be purchased inexpensively from apparel factories and textile mills.

4) Discounts on fabrics and notions and other supplies may be available when
   a) purchase is for school project
   b) quantities are large
   c) bolt ends or remnants are purchased

    d) flawed fabric is purchased
    e) out-of-season fabrics and notions are purchased.

5) Bargains may be found at end-of-season clearance sales, discount stores, and "going-out-of-business" sales. Caution--be sure you can make worthwhile use of purchases!

6) Local florists may donate flowers and supplies.

7) Local drapery shops, upholstery shops, and florists may be willing to order merchandise wholesale for the school.

8) The school may be able to buy supplies, flowers, and foliage from a wholesale florist.

Every scrap of fabric can be used in home furnishings construction projects. Small pieces may be used for pillows, pieced bedspreads, cording, or trim. This offers opportunities for creativity as well as making economical use of funds.

Storage

Storage space must be carefully planned for all aspects of the PELE Home Furnishings/Interior Design program. Space is needed to store equipment, illustrative materials, fabrics, and notions for instructional use. Students also need space to store interior design drawings and swatches.

General storage space should include storage units with shelves deep enough to store rolls of fabric. The most common width for cottons and synthetics is 45 inches, and this depth shelves should be adequate for most fabrics. Fabrics that are wider are usually rolled with a center fold and need no additional space. Piece goods storage should be located adjacent to the cutting table to save time and energy in handling materials. Shelf space should be planned for storage of patterns, as well as tools and equipment needed for demonstrations. A place should be provided for storing spare machine parts for use in minor equipment repairs to be made by the PELE teacher and students. A file cabinet is needed to store instructional materials and program records.

Safety

Common accidents in home furnishings related occupations include punctures, shocks, cuts, burns, and falls. Cutting and pressing equipment and sewing machines present the greatest hazards to the worker in the laboratory.

Job safety in the use of power machines cannot be overemphasized. Careful training should be provided on the safety rules and regulations required by employers. Documentation should be maintained for all safety training provided. Careful, consistent follow-up is also necessary to insure compliance with safety rules.

The following are important aspects of teaching industrial sewing safety:

1) Direct students to wear simple, tailored clothing with no loose, bulky, or dangling parts which might get caught in the sewing machine.

2) Teach students good posture for sewing to prevent ill health, fatigue, reduced efficiency, and increased possibility of accidents.

3) Require cleanliness, neatness, and orderliness in the laboratory at all times.
   a) Workers should be neat.
   b) Workers should have clean, dry hands to prevent soiling or damaging the fabrics and avoid shocks.
   c) The work surface of the sewing machine should be kept clear.
   d) No food or drinks should be consumed at or near machines and work areas.
   e) Aisles between machines should be kept clear.
   f) The floor should be kept free from oil, water, or other substances which might cause a fall.

4) Observe general sewing safety rules.
   a) Workers should never put pins or needles in their mouths.
   b) Open scissors or other sharp objects should not be placed on the machine.
   c) Workers should be taught to concentrate on the task at hand while operating the power sewing machine.
   d) Students should be taught to hold the plug, not the cord, when disconnecting electric cords.
   e) Carelessness and horseplay should not be tolerated.
   f) Never remove required finger guards from power sewing machines.
   g) Never sew over pins.

5) Keep all equipment in proper working condition.
   a) Equipment needing repair should be reported immediately.
   b) Repairs should be made promptly.
   c) Students or teacher should not attempt to make any adjustments or repairs which they are not qualified to do.
   d) Burned out light bulbs should be replaced promptly. Be sure to keep spares on hand.
   e) The motor should always be turned off when a machine is not in use or when repairs are being made.
   f) Machine should be off when threading the machine, replacing the needle, or changing the bobbin.
   g) Clean machines once a week. Brush out lint each day.

6) Handle emergencies intelligently.
   a) All accidents should be reported and any injury treated, no matter how minor.
   b) Teacher and students should know the locations of switches, plug-ins, and fuses and how to turn off the main switch in case of an emergency.

In the floral design area of the laboratory, safety hazards include:

1) Sharp edges or pointed objects such as scissors, knives, wires, picks, and thorns which can cause cuts or puncture wounds.

2) Aerosal sprays which may be hazardous to breathe or flammable. (Aerosal glues may even glue fingers together or to objects resulting in skin tears while attempting to loosen them.)

3) Burns resulting from touching the hot wire on a styrofoam cutting machine or dripping the hot wax from candles used in searing edges of stems or preventing petals of some flowers from closing or dropping.

4) Falls resulting from slipping on spilled water or objects on the floor near design tables.

The greatest hazard in display is fire. Fires may be caused by careless storage of display equipment and materials, by electrical equipment used in displays such as lighting, motors, and the wires that lead to them, or by paints and oil-soaked rags used in preparing display props. Fires can be caused by spotlights placed too close to fabrics or other flammable materials, or unanchored spotlights tipping over onto carpet, wood, or other flammable materials. Defective equipment can start fires and should be reported immediately. Careless placement of electrical cords or extension cords can cause fires. Fires can also be caused by smoking around flammable materials. Be sure to keep sprinkler heads clear by at least 18 inches for proper operation in case a fire does occur. Be especially careful to keep spotlights away from fire sprinklers as their heat might activate the sprinklers.

Another serious danger in display is falling. Keep aisles in the store and storage areas clear. Heavy-duty ladders which are in good repair should be used with care to avoid falls. Display persons must be careful not to leave items where they might trip someone working. They must be careful to secure displays so they will not fall on anyone or cause anyone to fall. Special care must be taken not to fall against or let merchandise or props fall against a glass window. Breaking glass could injure the displayer or persons nearby. To prevent something from falling on you or someone else when a ladder is moved, don't leave anything on top of the ladder.

Puncture wounds and cuts are also hazards to display persons. Points and heads of staples and nails can be a serious risk to the clothing and skin of the displayer and others. When building props and displays, use tool guards when provided. When tearing down a display, exposed nails should be removed or bent flat so they will not be steped on. Special care should be taken in handling cleaning fluids and paints. These can be flammable and dangerous to inhale. Use cleaning fluids and paints in a well-ventilated area, wear a mask, and never smoke while using them.

When moving furniture for displays or room arrangements, one may get back strain if proper lifting techniques are not observed. To lift heavy items the right way, place your feet about twelve inches apart, squat close to the object to be lifted, keep your back as straight as possible, and lift by pushing with your leg muscles. When carrying objects, keep the load close to the body. Never carry loads so high that vision is blocked. Put the load down by reversing the procedure used to lift it. If a task requires turning from one direction to another, be sure to turn, not twist, your body. Constant twisting pulls the back muscles and may strain them. Pivot your feet and turn. Do not attempt to move large pieces of furniture or mattresses by yourself. Get help or use the appropriate mechanical aids.

In display, students must also be taught concern for the safety of the merchandise. The following precautions should be observed:

1) Use the correct equipment and lifting techniques when moving furnishings.

2) Handle merchandise being taken to and from display areas with care, bagging or wrapping for protection when needed.

3) Keep spotlights a safe distance from merchandise to prevent fading or burning.

4) Make accurate inventories of the merchandise in each display for your protection and file until the displayed items are returned to the appropriate departments.

5) Lock display cases and windows when possible.

6) Attach merchandise to fixtures using pins, thread, or wire if it is where people can touch it.

7) Select the correct size pins or wire for the job to prevent holes in the merchandise.

8) Wear clean shoe-sock covers when walking in the display area or window to prevent soiling the rug or scratching the floor.

Laboratory Experiences

Laboratory experiences permit students to work in a specially designed facility in order to gain actual work experience in home furnishings-related production and services. The teacher is responsible for planning and supervising laboratory experiences. By providing interesting projects which help students gain skills early in the year, students will be better able to see the need for the theory when it is presented. Laboratory assignments should be made through use of student work schedules to insure that every student is aware of his/her duties. Student schedules should be designed to insure that each student is assigned a variety of home furnishings-related production and service tasks and learns to operate each piece of equipment in the laboratory.

The project planned for a particular laboratory experience should be used to determine the number of student workers assigned to specific tasks. Assigning more students than needed should be avoided as it decreases the learning value of the experience and may even cause confusion and hazards in the laboratory. Students not scheduled to participate in a particular laboratory experience may be assigned individual study, observations, or special tasks such as inventorying supplies, or other tasks related to laboratory management.

To allow students to gain as much proficiency as possible in the tasks necessary for successful job performance, participation in the laboratory should involve a variety of activities:

1) drapery construction
2) construction of curtains, shades, and window treatments
3) construction of miscellaneous decorative items for the home
4) display of home furnishings
5) display of home accessories
6) display of tableware, table linens, and centerpieces
7) display of household linens
8) floral design
9) interior design

Experiences should result in student competencies for employment according to the list on page 39.

Construction of Draperies, Curtains, Window Treatments, and Home Accessories

The units on construction of home furnishings items should emphasize all aspects of production--estimating fabric and notion requirements, planning and matching fabric designs, spreading, cutting, hand and machine sewing, work handling, pressing, finishing, and pricing as practiced in actual businesses. Students should learn how to operate different kinds of industrial sewing machines and attachments. If the student later seeks employment as a sewing machine operator in a drapery and accessory shop or factory, the techniques for operating the basic industrial sewing machines provided in the PELE Home Furnishings/Interior Design Laboratory can be applied to operating more highly specialized machines, when necessary.

In drapery making, emphasis should be given to the economical use of materials and equipment used. The teacher should check measurement of all drapery lengths before they are cut. All scraps should be folded and stored for future projects.

Students should be taught to make wise use of their time in the PELE Home Furnishings/Interior Design laboratory just as they would be expected by an actual employer. Teach students to consciously try to work faster and to think ahead to what needs to be done next. This self-imposed pressure will make the laboratory situation more like an actual work situation.

Instruction on drapery-making should be based on study of textiles, sewing tools and equipment, and window treatments. Construction of window treatments can begin with simple cafe curtains, trims for window shades, and unlined pinch pleated draperies and progress to more difficult types such as cornices, laminated shades, and lined draperies. Particular attention should be given to the arithmetic skills needed for constructing various window treatments.

The teacher who has not worked in a drapery and home accessory shop may find it beneficial to train in such a setting. This would provide the opportunity to observe training techniques and to learn commercial sewing techniques. In addition, the teacher will find it beneficial to maintain continuous contact with drapery and accessory shops to stay abreast of new techniques, developments, and problems being encountered in the industry.

Before training in actual machine sewing operations beginning students should learn to adjust sewing machine chairs to fit their own heights. They should also learn to adjust the machine and the positions of the treadle for comfort.

A high degree of speed is essential to all volume drapery, curtain, and accessory production. Through training in the use of the power-driven machine, the student can develop the skill necessary to work at the fast, steady pace required for commercial sewing.

The following procedures are commonly used for training sewing machine operators:

1) Instruct worker on the parts of the machine and how they are used.

2) Teach how to properly care for the machine.

3) Teach how to thread the machine.

4) Teach operation of the machine with proper coordination of feet and hands, stressing the importance of safe working habits. A slow speed may be used at first to encourage learning proper methods and motions and smooth handling of work. However, speed must be increased as quickly as possible to prevent the worker from becoming dependent on the slower speed. Scraps may be used while the student is learning to control the machine.

5) Teach straight stitching, curving, turning under seams, back stitching, edge stitching, etc. Some trainers have trainees begin sewing on paper tracings varying from simple to complex. Others have them use scraps and miscut pieces for practice.

6) Use models to show bad stitching and its causes, the causes of thread breaks (such as thread out of tension, needle misplaced, bad needle, etc.).

As the student develops skill, increase emphasis on speed and pace. Emphasize coordination, use of correct methods and motions, and the importance of quality thoughout training. Make sure students always observe quality standards. Watch for bad habits as the student starts performing particular operations. Bad habits are much easier to start than to break.

A progress chart may be kept for each student. Should a particular student not be progressing satisfactorily, a stop watch may be useful in identifying the particular element of the job that retards the student's efficiency. For example, the student may be proficient in machine operation but lack skill in material handling. In that case, extra practice may be required in picking up and disposing of work, the two main aspects of material handling.

Various hand sewing operations used by drapery and home accessory shops should also be taught. Most of these techniques will be the same as those taught in clothing construction.

Time- and energy-saving methods should be used consistently. Methods should be similar to those used in the drapery and home accessory shops. A variety of time-saving techniques should be taught. Time- and energy-saving techniques should include backstitching or staystitching, stitching without pinning or basting, chaining or keeping work connected through a number of pieces then cutting connecting threads at once, and efficient ripping.

What is quality? One dictionary definition of quality is "degree or grade of excellence." In accordance with this definition, what is quality to one manufacturer or drapery shop may be called inferior workmanship by another. The teacher should require excellence while making clear that the exact definition of quality is often related to the price level of the items produced.

Quality control is based on standards. Standards must be clearly defined in specification form in the PELE laboratory just as they are in industry. Standards must be specified for every operation used in constructing the item.

In the drapery workroom, quality control must be maintained from the first operation in drapery construction to the last. The same type of quality control should be used in the PELE Home Furnishings/Interior Design laboratory. The following lists indicate the types of control required:

In Planning

1) Accurate measurements must be taken of each window.
2) Descriptions and sketches must clearly indicate the style, fabric, color, and details agreed upon with the customer.
3) Mathematical calculations used to determine the amount of fabric and notions needed must be accurate.

In Cutting

1) Measurement of panel lengths (including pattern parts) must be exact.
2) Measurements used in splitting fabric lengthwise to obtain the desired panel width must be accurate.
3) Cutting must be exact.

In Machine Sewing

1) The sewing machine operator must use the correct needle, feed dog, presser foot, and attachment (if needed) for an assigned operation.
2) The sewing machine operator should clean the machine and surrounding area according to a maintenance schedule.
3) The sewing machine operator should watch the machine for signs of malfunction.
4) The sewing machine operator should select the appropriate color and type of thread for the fabric.
5) The machine operator should select the appropriate stitch length for the fabric.
6) The operator should know and follow the correct sewing method and correct any errors made.
7) Designs should be carefully matched and pinned before beginning machine stitching if the design is to be continuous.
8) Periodic inspections should be made throughout construction of the draperies. All repairable errors should be returned to the responsible operator. Draperies should be given a final inspection.

In Tabling

1) Hem widths should be measured accurately.
2) Interfacing width should be the same width as the depth of the heading.
3) Measurements used in obtaining the desired length of interfacing should be accurate.
4) Interfacing should be straight across drapery heading.
5) Linings should be attached to draperies so that they lie flat.

In Pressing

1) The correct temperature should be used to prevent damage to the fabric.
2) No wrinkles should remain after pressing.

In Pleating

1) The correct type of pleat should be used as indicated by the work order.
2) Math calculations and measurements used to determine spacing for pleats should be accurate.
3) Pleats should be folded and stitched straightly and evenly.
4) The curtain or drapery panel should be folded on the straight grain for banding.
5) Pleats should be shaped with even folds.
6) Bar tacks should be straight near the end of the original pleat stitching.
7) Drapery hooks should be inserted behind each pleat in a straight line across the drapery panel.

In Installation

1) Drapery rods should be mounted as indicated on the work order.
2) The correct rod should be used according to the type of window and drapery weight as indicated on the drapery work order.
3) The correct type of bracket should be used for the type of rod and method of mounting.
4) Appropriate fasteners should be used for the type of wall.
5) Cords should be laced through rods correctly for the direction the drapery is to draw according to the work order.

All maintenance begins with basic cleaning on a regular basis. However, students should also learn to recognize signs that a sewing machine needs adjustment or repair. They should learn to make simple machine adjustments generally required of sewing machine operators. The sewing machine operator is not a mechanic, however. Students should be taught which adjustments or repairs they should attempt themselves and when the service person should be called. Thorough instruction should be given for all adjustments and repairs students are expected to make with particular emphasis on safety. Students should never attempt to make a repair or adjustment they have not been trained to do.

Students should be taught the importance of pressing in drapery assembly. They should learn how to maintain and operate commercial pressing equipment. Instruction should be given on use of hand irons. Emphasis should be placed on means of obtaining quality pressing.

Display

Display has expanded its original purpose of making the store and store windows more attractive to include merchandising, making what is currently being referred to as "visual merchandising" an important sales technique. Learning experiences in home furnishings display should emphasize both window display and in-store display. In order to plan effective displays, students must know the types of windows and in-store display areas they are likely to encounter. They need to develop a file of themes and ideas for displays. They must learn to select an appropriate quality and quantity of merchandise and to develop merchandise presentation plans within a set budget. Plans should be based on knowledge of display rules and techniques, elements and principles of design, merchandise, props, backgrounds, lighting, and signs. Students need basic skills in using equipment to construct props and displays, designing and constructing props, and utilizing inexpensive display materials. Students should also learn to adapt props according to seasonal changes or to convey different sales messages. They must learn how to safely paint display fixtures and props. Sign layout and preparation are another important part of display as is storage of fixtures, props, tools, small hardware, etc.

Floral Design

The unit on floral design should provide students with knowledge and skills needed for an entry-level floral design position. It should provide a basic foundation for continued training toward becoming a florist. Learning experiences should closely simulate job activities in a florist shop. Instruction should include the selection, storage, and care of various types of potted plants, flowers, foliage, and supplies used in floral design; and techniques for design and construction of various types of fresh and permanent arrangements for various occasions and settings. Laboratory experiences should help students develop their artistic abilities by encouraging imagination and originality while emphasizing economy, speed, and efficiency in producing floral designs.

Demonstrate each new technique or design before students attempt it. Stay with students as they attempt new designs. Help and guide students, showing them where they are going wrong while they are working, not later.

Emphasize the principles of motion economy in each design. Conduct periodic time and motion studies to determine the efficiency of each operation. Encourage students to find ways to save time and energy themselves.

The PELE teacher may find the following hints helpful in carrying out instruction in floral design.

1) Handle flowers carefully to prevent bruising.

2) Cut the stem end of all flowers as they arrive and place them immediately in hot water containing a perservative.

3) Keep refrigerator temperatures between 35° and 40° F. for most cut flowers, except orchids which should not be stored below 40° F.

4) Try adding a small amount of bleach to the water of refrigerated flowers to keep the water, stems, and containers clean.

5) Use hot water or a hot floral preservative solution to revive badly wilted flowers, water at 100° to 110° F. is best.

6) Watch for ethylene injury to flowers caused by gas leaks; by fruits such as bananas, apples, lemons, or avocados stored in the same refrigerator; or by certain flowers like peonies or callas, which give off ethylene. The presence of too much ethylene may be evidenced by (a) roses which have turned blue and lost their petals, (b) carnations which have gone to sleep, (c) snap dragons which have lost their florets, and (d) tulips which have lost their petals.

7) Throw out diseased materials quickly and keep the refrigerator clean to prevent spread of botrytis fungus (gray mold).

8) Flower preservatives can be used in each can or vase of flowers in storage and in each arrangement.

9) Wash flower vases after each use.

10) To speed cutting of aluminum foil, a grooved board can be used. Measure the desired length of foil sheets from one end of the board and make a groove in the board. Attach the roll holder to the board past the groove. To cut, pull the foil to the end of the board and run a wall paper cutter along the groove.

11) Be sure to try the sticky substances now available for adhering styrofoam to the container. They are much stickier than clay.

12) Styrofoam can be covered attractively and inexpensively by stretching sponge rubber sheets of any color over it. The sheet is thin enough to be easily punctured by most flower stems.

13) When designs are arranged on styrofoam, attach a piece of flocked paper to the bottom of the styrofoam to prevent it from scratching furniture.

14) A turntable may encourage the student to check the appearance of the back of an arrangement.

15) Protect arrangements and help keep flowers fresh by wrapping them in clear plastic.

16) Large 2-inch thick styrofoam sheets nailed to a wall provide a good place to sort orders for filling and for delivery. Orders can be grouped by time and then by location.

17) A clip, nail, or hook should be provided for each designer's use to prevent lost orders.

18) To make an inexpensive holder for floral spool wire, use a six-pack of empty drink bottles for three sizes each of heavy gauge wire and of light gauge wire.

19) Save items which are left after supplies are used up for creative uses. For example, the plastic rings from rolls of florists' tape can be trimmed for napkin rings. The cardboard cone left after string is used could become a small Christmas tree.

20) Keep a mister at each design table to make flowers last as long as possible.

21) To remind students when to deliver orders requested at a particular time, use a bright colored sticker or flag on the order.

22) Make photographs of floral designs which have been constructed by the class to show to prospective customers.

23) Paper doilies with the PELE program's name and school might be included with each arrangement.

Interior Design

A study of the elements and principles of design is basic to study of interior design. Special emphasis should be given to color theory and to the psychology of color as it relates to the individual and family. Students should learn the role of accessories in decorating. They should learn to apply knowledge of furniture design and construction, home lighting, floor coverings, wall and ceiling treatments, windows and window treatments, tableware, table linens, centerpieces, household linens, kitchen equipment and utensils to solving actual or simulated decorating problems. Students should learn about materials currently used in construction and their properties. Emphasis should be placed on knowing and evaluating construction features and finishes. Study should be made of textiles and their use in home furnishings and interior design. Students should be made aware of textile laws and regulations concerning labeling.

Students should learn to analyze existing conditions of interiors to be decorated and to work with basic floor plans and assigned furnishings. Basic skills in taking room measurements, drawing rough floor plans, and preparing simple scale drawings should be included. The principles of design and furniture placement should then be applied to furniture arrangement. Students should learn how to present their ideas to clients and to be responsible for meeting completion dates just as though they were working for actual businesses.

Students should learn how to buy home furnishings to meet the needs and quality requirements of specific clients. They should learn to select furnishings from actual manufacturers' catalogs. Simulated situations can be used to provide basic experiences for beginning students. Actual experiences should be provided whenever possible as students gain skill.

Utilization of Class Output

In order to make laboratory experiences as realistic as possible, ways to utilize class output must be planned. Because the construction aspects of the program depend on work supplied by customers, the teacher must make special efforts to secure the work necessary to fulfill program objectives. For some projects, the teacher may be able to obtain work on a contract basis. In this situation, the contractor may supply all the materials needed. In other cases, items produced must be made available to the public in order to create a regenerating fund to provide the necessary materials to continue to provide industry-related work experiences. The local advisory council should be consulted in decisions related to utilization of class output in order to avoid competition with local businesses and industries. In addition, the teacher should continuously keep training objectives in mind when obtaining work for students' laboratory experiences in order to avoid taking on too large a job.

Drapery Construction

Alternatives should be provided for both custom drapery construction and assembly-line construction of draperies in quantity. Draperies could be custom made for customers in the community. Draperies might be made in quantity for the school, a church, or a business using fabric and supplies provided by the customer. Some techniques or styles of draperies may be taught by having students make small-size samples which can be displayed in the laboratory to show customers what the students can do.

Construction of Curtains, Shades, and Window Treatments

As with drapery construction, other window treatments can be custom-made or produced using assembly-line techniques. Because curtains, shades, and other window treatments can be produced in standard sizes, a variety may be constructed and sold in a bazaar at the end of the school year. Designs selected for such projects should have general appeal. Curtain designs for kitchens, bathrooms, and children's rooms could be selected to provide a variety of experiences.

Construction of Miscellaneous Decorative Items for the Home

Decorative items may be custom-made or constructed for an end-of-school bazaar. Study current periodicals to identify currently popular items with general appeal. Decorative items might include pillows, bolsters, place mats, napkins, table runners, table cloths, decorated towels, pot holders, tie-on chair cushions, bassinet accessories, crib accessories, bedspreads, dust ruffles, and closet accessories.

Display of Home Furnishings

A few pieces of furniture may be obtained for the laboratory or may be available in the school for use in practicing display techniques. If the useful homemaking laboratory includes living, dining, and bedroom areas, these furnishings may serve as the basic materials for the display unit. An agreement may be made with an interior design studio or furniture store to permit advanced students to plan and execute arrangements on their premises.

Display of Home Accessories

Basic accessories in a variety of styles should be obtained for laboratory practice in display and arrangement of accessories. Additional accessories might be borrowed from the useful homemaking facilities. Accessories might even be borrowed for use in locked display cases. Stores may permit advanced students to plan and execute store and window arrangements.

Display of Tableware, Table Linens, and Centerpieces

A variety of items should be available for use in the laboratory. Small sets of items can be purchased, items can be obtained through donations or picked up at flea markets and garage sales, or they can be borrowed from the useful homemaking department. Some items might be constructed in the PELE Home Furnishings/ Interior Design laboratory. As in other areas of display, try to arrange for use of the students' skills in an actual store situation. Students' talents can also be put to good use at an end-of-school bazaar.

Display of Household Linens

Basic items in several colors and prints can provide students practice in the laboratory. Store displays can be planned. Items produced in the laboratory can also be displayed.

Although some actual practice in display should be provided, additional situations can be provided on paper for variety. Designs can be planned, budgets developed, and props planned for various in-store settings and types of store windows.

Floral Design

Some basic techniques can be taught using artificial or dried flowers and foliage. However, provision should also be made for working with live flowers and foliage. Such practice may be provided near holidays or special school events so that use may be made of the arrangements. Orders may be taken or designs constructed on consignment from a florist who provides the necessary supplies. Dried and artificial arrangements can be made at any time of year to fill orders or to save for a bazaar.

A number of events offer excellent opportunities for PELE students to practice floral design skills. The seven major holidays for which floral arrangements are purchased are Thanksgiving, Christmas, New Year's Day, St. Valentine's Day, Easter, Mother's Day, and Memorial Day. Other holidays which may provide an outlet for floral arrangements include Halloween, Lincoln's Birthday, Washington's Birthday, and St. Patrick's Day. The Jewish holiday, Hanukkah, is one in which blue and white flowers play an important part. Various school occasions including banquets, dances, ball games, and National Education Week, can provide opportunities for PELE students to practice their skills in designing corsages and arrangements. At other times students can prepare bows, net, and artificial foliages in advance of the next holiday or event.

Interior Design

For beginners, basic concepts of interior design can be taught through use of objects and furnishings in the PELE laboratory. Students can develop many concepts through use of sketches and collages. These basic concepts can then be applied to various display or decorating assignments. As students gain skill, practice in actual situations may be provided in a variety of ways. Students may work to solve decorating problems in their own homes. In schools where a building trades class constructs a house, the PELE Home Furnishings/ Interior Design class could do the interior design. A local builder might even be willing to work with the class in decorating a show home. It may be possible to obtain a used mobile home for the class to decorate through a local mobile home dealer. Opportunities may also arise for students to decorate an area of the school.

FIGURE 1

HOMEMAKING EDUCATION
TEXAS EDUCATION AGENCY

SUGGESTED EQUIPMENT LIST FOR HOME ECONOMCS PRE-EMPLOYMENT LABORATORY EDUCATION PROGRAMS
HOME FURNISHINGS/INTERIOR DESIGN

The following list of equipment is suggested for a Home Economics Pre-employment Laboratory Education Home Furnishings/Interior Design program preparing regular high school students for employment in home furnishings related occupations. The course may be offered in grades 10-12. A maximum of six semester units or twelve quarter units may be earned.

The equipment list with suggested floor plan is recommended for a laboratory planned for fifteen to twenty students. Minimum space requirement for the laboratory is 1,344 square feet.

Local needs and employment opportunities in the community should be considered in determining the equipment actually needed to provide laboratory experiences which will develop entry level occupational skills in home furnishings occupations.

Within funds available, equipment on this list is approvable and reimbursable according to the district's current percentage assignment for state participation in funding equipment.

Please note the non-reimbursable items which are listed separately and are to be purchased with local funds. The items so listed are essential for the program but do not qualify for reimbursement as equipment.

When a Pre-employment Laboratory Education Home Furnishings/Interior Design program has been allocated to a school, the procedure for applying for equipment approval and reimbursement is as follows:

1) Consult with the area homemaking education consultant serving the school district regarding floor plan and equipment.

2) Select items to be purchased from bids submitted according to the local school district policy.

3) Complete the Reimbursable Equipment Schedule, Form TEA-221, VOC-052R75, according to the instructions accompanying the forms. List major equipment (items costing $100 or more per unit) on separate schedules. All items listed must be properly and adequately described including size and capacity when applicable.

4) Send three copies of the Reimbursable Equipment Schedule to the Director of Secondary Programs, Department of Occupational Education and Technology, Texas Education Agency, 201 East 11th Street, Austin, Texas 78701.

FIGURE 1 (cont.)

MAJOR EQUIPMENT
($100 or more per unit)

Major Equipment	Minimum Number
Apparel Steamer, jiffy type	1
Drapery Rack	1
Industrial Power Machines:	
Blindstitch; utility single thread	1
Overedge, three thread serger	2
Plain Sewer; heavy duty, single needle lockstitch; w/attachments	6
Tacker	1
Operator's chairs (1 for each industrial machine)	10
Machine, domestic heavy duty, zig zag; open arm; w/operator's stool	1
Miter box w/back saw	1
Steam Irons; heavy duty; approximately 5 lbs; w/protective shoes; w/electric pressboard and steam booster	2
Tables:	
Drapery; 6' x 12'; 38" high; padded	1
Work; 3' x 5'; 38" high	1
Vacuum Cleaner, commercial; w/attachments	1

FIGURE 1 (cont.)

MINOR EQUIPMENT
(less than $100 per unit)

Minor Equipment	Minimum Number
Accessories; limited assortment of inexpensive decorative items with good design; including variety of textures, shapes, functions	--
Awls, scratch	2
Bit, screwdriver, w/rachet brace	1
Bobbins	15
Clamps:	
Bar Clamps, 2 each, 3- and 5-ft. long	4
C-Clamps, 2 each, 3- and 6- or 8-inch	4
Hand Screws, 2 each, 5- and 12-inch jaws	4
Parallel Jaw Clamps	8
Containers for flower arrangements; assortment of sizes and shapes	12
Drapery Rods w/Brackets, assortment	6 rods
Drawing Equipment:	
Architect Scale Rules	20
Drawing Boards	20
Drawing Pens	20
T-Squares	20
Triangles, 45°/90°/45°	20
Triangles, 30°/60°/90°	20
Drill, 1/4" Electric	1
Drills, hand, w/bits	2
Glue Gun	1
Gauges, Sewing	6
Hammers:	
Finishing	2
Nail, Bell Faced w/curved claw, 16 oz.	2
Tack, magnetic	4
Upholsterer's	4
Ironing Boards, portable	2
Irons, Steam and Dry	2
Knives:	
Floral	2
Putty, stiff	2
Putty, elastic	2
Utility w/retractable blades	2
Level, aluminum, 24"	1
Light Meters	2
Magnifying Glasses, hand type	12
Measures:	
Cloth Tape; 6'	5
Measuring Sticks	6
Folding Ruler	1
Metal Tape; retractable; 12'	5

FIGURE 1 (cont.)

Minor Equipment	Minimum Number
Mister, Plants, and Flowers	1
Permanent Flowers; assortment for demonstrations	--
Pliers:	
Multipurpose, 8"	2
Needle nose, 6"	2
Rod cutter	1
Saws:	
Hand, crosscut; 12 point	2
Hacksaw, small	2
Screwdrivers, Regular:	
Blade 1/8" diameter, 4" long	1
Blade 1/4" diameter, 6" long	1
Blade 5/16" diameter, 8" long	1
Blade 1/2" diameter, 6" long	1
Screwdrivers, Phillips:	
Blade 1/8" diameter, 2" long	1
Blade 1/4" diameter, 4" long	1
Blade 3/8" diameter, 8" long	1
Shears:	
Cutting, 10"-12"	6
Electric	1
Florist's w/1 blade serrated	4
Ribbon, 9"	4
Thread Clips	12
Trimming	4
Side Cutters, electricians	1
Snips:	
Florist's	2
Tin, 10" duck bill	2
Squares, combination	2
Staple Guns	2
Staple Puller	1
Tack Puller	1
Templates, furniture; 1/4" scale	5 sets
Thimbles, assorted sizes	20
Tracing Wheel	1
Trestles; low; w/padded top and rolled edges	4
Vises:	
Clamp-on	2
Miter; for picture frames	1
Webbing Stretcher	1
Window unit, framed	1
Wire cutters	2
Wrench set, combination	1
Zipper foot	3

FIGURE 1 (cont.)

NON-REIMBURSABLE ESSENTIAL ITEMS TO BE PURCHASED LOCALLY

Item	Number
Cleaning Equipment and Supplies	To Be Determined By Need
Sewing and Upholstery Notions and Supplies:	
Angle irons for hanging wood valances and cornices	"
Boards for constructing cornices, lambrequins, valances	"
Bolts	"
Braid	"
Buttons, upholstery	"
Cord:	
Drapery	"
Piping	"
Crinoline	"
Curtain rings and clips	"
Dowels	"
Dressmaker's carbon	"
Forms, pillows and bolsters	"
Fringes	"
Glue, white	"
Hooks, drapery	"
Laminiation cloth	"
Nail apron	"
Nails, assorted sizes	"
Needles:	
Curved, small and large	"
Handsewing	"
Machine	"
Straight, single point and double pointed, variety of sizes	"
Padding and stuffing, variety	"
Pin cushions, wrist	"
Pins:	
Dressmaker	"
Push	"
T-	"
Upholsterer's	"
Pleater tape	"
Plywood or pressboard	"
Press cloth	"
Pulls	"
Screws	"
Snaps	"
Sponges	"
Staples	"
Tacks, variety of sizes; 3 or 4, 6, 10, 14	"

FIGURE 1 (cont.)

Item	Number
Tape:	To Be Determined By Need
Pull	
Shirring	"
Twill	"
Upholster's w/gripper snaps	"
Tassels	"
Tailor's chalk or chalk pencil	"
Trims	"
Twine and thread:	
Sewing twine	"
Thread, various types and colors	"
Tying twine	"
Webbing	"
Weights, variety	"
Zippers	"
Fabrics:	
Black cambric	"
Buckram	"
Burlap	"
Drapery	"
Interfacing	"
Lining	"
Muslin	"
Upholstery	"
Floral Design Supplies:	
Candles	"
Chickenwire	"
Clay	"
Expanded rock	"
Floral foam	"
Floral preservative	"
Hardware cloth	"
Needle point holders	"
Papier-mache containers	"
Paraffin	"
Picks:	
Florist's	"
Water	"
Pins:	
Greening	"
Bank	"
Ribbon, assorted colors and sizes	"
Stickum	"
Styrofoam	"
Tape, florist's	"
Wire:	
18-inch lengths, Gauges 16-36	"
Spools, Gauge 24 or 25	"

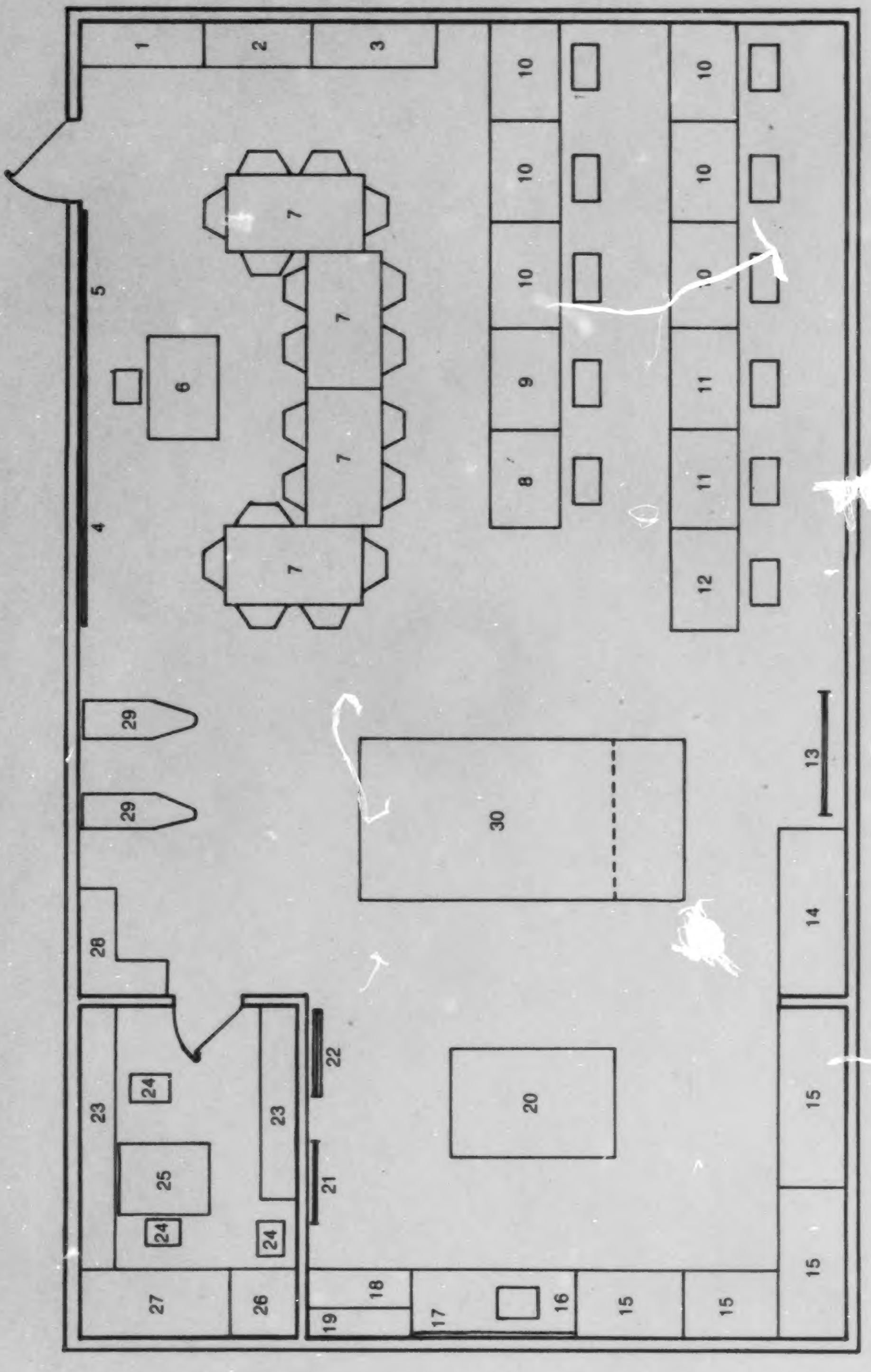
FIGURE 1 (cont.)

Item	Number
Furniture Repair Supplies	
Adhesives and glues, assorted	To Be Determined By Need
Masking Tape	"
Nails, assorted sizes and lengths	"
Sandpaper, assorted	"
Stick Shellac	"
Wood dough	"
Wood putty	"
Wooden dowels	"
Drawing Supplies:	
Drafting pencils (soft, hard)	"
Drawing paper:	
1/4" graph	"
Tracing	"
Erasers, art gum	"
Ink, India	"

FLOOR PLAN KEY

1. Student wardrobe
2. General storage
3. Magazines and piece goods
4. Chalk board
5. Tack board
6. Teacher's desk and chair
7. Student's tables and chairs
8. Machine, domestic, heavy duty, zigzag, w/operator's stool
9. Blindstitch; utility single thread, w/operator's stool
10. Plain sewer; heavy duty, single, w/operator's stool
11. Overedge; three thread serger, w/operator's stool
12. Tacker, w/operator's stool
13. Drapery rack
14. Tote tray storage
15. Storage
16. Base cabinet with sink
17. Wall mirror
18. Base cabinet
19. Upper cabinet
20. Work table
21. Drapery rod
22. Mock window unit
23. Storage
24. Chair
25. Teacher's desk
26. Open shelf storage
27. Teacher's wardrobe
28. Bookshelves and storage
29. Ironing boards
30. Cutting table

FIGURE 1 (cont.)
HOME FURNISHINGS/INTERIOR DESIGN LABORATORY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SECTION TWO

PELE HOME FURNISHINGS/INTERIOR DESIGN CURRICULUM

HOME FURNISHINGS/INTERIOR DESIGN COMPETENCIES

Upon completion of two years in the PELE Home Furnishings/Interior Design program, students should have acquired the competencies required of entry-level home furnishings/interior design employees. The home furnishings/interior design program should provide instruction in all of the competencies listed below.

Ability to achieve quality in commercial construction tasks through efficient use of tools and equipment.

Ability to construct quality draperies using appropriate techniques.

Ability to construct various curtains, shades, and window headings using accepted techniques.

Ability to construct miscellaneous decorative items using accepted techniques.

Ability to achieve harmony and individuality in home furnishings through effective use of the principles and elements of design.

Ability to achieve interest and unity in room settings through use of accessories.

Ability to recommend furniture designs and construction details to appropriately meet clients' needs.

Ability to encourage the use of home lighting to enhance a room or area.

Ability to accomplish desired results when assisting clients with selections of floor coverings.

Ability to accomplish the desired results when assisting clients with selection and application of wall and ceiling treatments.

Ability to achieve desired results when assisting clients with selection and installation of window treatments.

Ability to demonstrate appropriate use of tableware, table linens, and centerpieces to meet the clients' needs.

Ability to integrate information about household linens in order to direct clients in their selection.

Ability to propose ways to utilize kitchen equipment and utensils in homes and displays.

Ability to propose effective and efficient room arrangements.

Ability to create effective displays to enhance home furnishings merchandise and the store.

Ability to perform various general procedures and customer service procedures involved in the floral business.

Ability to achieve harmony and individuality through effective design and display of flowers, plants, and floral sprays.

Ability to maintain high personal and professional standards necessary for success in home furnishings jobs.

Ability to function effectively and efficiently in home furnishings business situations.

Ability to work with home furnishings utilizing appropriate care, safety, and repair techniques.

CONSTRUCTION OF HOME FURNISHINGS ITEMS

SUBJECT: Commercial and Industrial Sewing

COMPETENCY: Ability to achieve quality in commercial construction tasks through efficient use of tools and equipment.

OBJECTIVES: Work efficiently in the work center and at worktables.

Identify hand tools, sewing machines and their parts, and the purposes of each.

Use appropriate hand tools and sewing machines for efficient and safe construction of home furnishings items.

Use recommended care and regulation procedures for sewing machines.

Use appropriate attachments for the construction task.

Use appropriate hand stitches for the construction task.

Use appropriate pressing equipment effectively.

Assess home furnishing items for quality construction details.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
Arrange an efficient work center.	Analyze arrangement of equipment in the work center in terms of efficiency and production output.	Organizing the work center
Use worktables properly.	Explain the uses of worktables in home furnishing construction tasks. Use worktables correctly in laboratory situations.	Using worktables in home furnishing construction tasks.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
Select and use appropriate hand tools for home furnishings construction tasks.	Identify small sewing tools used in constructing home furnishing items.	Small sewing tools -Kinds -Uses
	Use appropriate hand tools in an efficient manner.	
* Select and apply appropriate hand stitches for home furnishing construction.	Specify hand stitches used in home furnishing construction	Basic hand stitching for home furnishing construction tasks
	Use various hand stitches in home furnishing construction tasks.	
Use a variety of domestic and industrial sewing machines when making home furnishing items.	Identify parts of domestic sewing machines.	Domestic sewing machines -Parts
	Describe various uses of domestic sewing machines in constructing home furnishing items.	-Uses
	Operate domestic sewing machines for constructing various home furnishing items.	-Operation
	Identify various industrial machines and observe their operation.	Industrial sewing machines -Uses
	Identify the common parts of industrial sewing machines.	-Parts
	Operate power-driven machines (blind hemmer, lock stitch, bar tack) in constructing home furnishing items.	-Operation

CONSTRUCTION OF HOME FURNISHINGS ITEMS

SUBJECT: Draperies

COMPETENCY: Ability to construct quality draperies using appropriate techniques.

OBJECTIVES: Use correct tools in drapery construction.

Follow a work order for draperies.

Prepare fabric for draperies by measuring, cutting, and/or splitting plain and patterned fabric.

Determine panel lengths for draperies.

Use various techniques when tabling draperies.

Accurately construct pleats in draperies.

Evaluate draperies for quality construction details.

Use recommended procedures to prepare draperies for mailing, shipping, or delivering.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
Replenish drapery tables.	Identify tools and equipment used in drapery construction. Explain the uses of each tool or piece of equipment. Check and replenish tools, equipment, or supplies needed at work tables.	Tools and equipment peculiar to drapery construction -Types -Uses

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SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
Care for sewing machines.	Use standard maintenance and care procedures for domestic and industrial sewing machines.	Care of sewing machines -Oiling -Cleaning
* Regulate sewing machines according to the home furnishing construction tasks.	Regulate sewing machines to obtain quality stitching.	Regulating sewing machines -Domestic -Industrial
Choose appropriate attachments for efficiency in construction of home furnishings.	Point out attachments by name and purpose. Use various sewing machine attachments in home furnishing construction tasks.	Sewing machine attachments -Types -Purposes -Operation
Use appropriate pressing equipment and techniques for specific home furnishing fabrics and construction details.	Select the appropriate pressing equipment for specific fabrics and tasks. Use a variety of pressing techniques correctly.	Pressing equipment -Types -Uses
Follow safety procedures when handling sewing tools and equipment.	Use sewing and pressing equipment safely. Employ safety precautions when working in the laboratory.	Safety precautions to observe when handling sewing tools and equipment
* Evaluate home furnishing items as to quality of construction.	Develop criteria for assessing quality construction. Compare two or more items for quality construction details. Inspect product at various stages of production to ascertain conformance with specifications.	Quality construction details -Techniques -Stitching -Pressing

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
Interpret and follow work orders for construction of draperies.	Explain the meaning of information found on the work order.	Interpreting and following work orders -Fabric specifications -Drapery specifications -Rod specifications
	Follow appropriate procedure when filling a drapery order.	
** Figure the amount of fabric needed for draperies.	Figure amount of plain fabric required for draperies of a given length, width, fullness, and style.	Figuring amounts of fabric needed for draperies of various lengths, widths, fullnesses,and styles -Plain fabrics
	Figure amounts of patterned fabric required for draperies of a given length, width, fullness and style.	-Patterned fabrics
* Measure, cut, and mark fabrics for draperies.	Measure fabric panels for a drapery of specified length, completing last patterned repeat on patterned fabrics to allow for matching.	Measuring and cutting fabric lengths for draperies
	Cut fabric on crosswise grain.	
	Use the correct process for splitting fabrics to obtain desired width.	
	Mark sides of panels to be joined and, if needed, right side of the fabric.	Marking drapery fabric panels for joining
** Coordinate fabric, notions, and trims for draperies.	Specify thread types and needle sizes for use with various types of drapery fabric.	Selecting thread, needles, and trim compatible with drapery fabric

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Select thread, needles, and trim to complement various fabrics.	
Stitch drapery panel and lining lengths.	Assemble drapery panels for construction.	Stitching drapery panel lengths -Plain -Patterned
	Stitch panels of plain drapery fabric together.	
	Match designs in patterned drapery panels.	
	Stitch lengths of patterned drapery fabrics.	
	Stitch lining lengths the same as for drapery lengths.	
Fold and crease hems in draperies.	Use hem gauge to determine width of side and bottom hems.	Procedures for tabling draperies -Preparation for hemming
	Fold hem the desired width.	
	Miter the corners of the single lower hem.	
	Crease the hems and pin.	
Construct drapery headings.	Select either pleater tape or crinoline to construct heading.	-Constructing drapery heading
	If pleater tape is used: Position tape correctly on drapery panel and stitch. Turn tape to wrong side of panel and tack in place.	--Pleater tapes

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	If crinoline is used: Select correct size of interfacing for depth of heading. Measure and cut correct amount of interfacing for method of attachment.	--Crinolines
	Select the hand or machine method for attaching crinoline (interfacing). If the hand method is used, use either glue or hand tacking. If machine stitching is used, attach crinoline at the time panel lengths are stitched or after side and bottom hems have been pinned.	-Attaching drapery headings to fabric
Hand stitch or blindstitch hems in draperies.	Prepare weights and tack inside hems.	-Hemming sides and bottom of panels
	Slipstitch or blindstitch hems in place.	
	Blindstitch the corners of double hems.	
Line draperies.	Select a technique for applying lining to drapery panels.	-Lining draperies
	If lining is attached by hand: Hem the lining. Correctly position lining over drapery panel. Tack lining and drapery together.	--By hand

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Slipstitch lining to drapery at the sides and bottom. Use swing tacks to secure bottom of lining and drapery.	
	If lining is attached by machine: Position lining on drapery fabric according to recommended procedures.	--By machine
	Attach crinoline to drapery following correct procedures. Turn right sides out and press. Make bottom hems and side hems. Finish hems with machine and hand stitches following recommended procedures.	
* Plan pleats and spaces for draperies.	Describe three types of pleats.	-Planning pleats and spaces
	Measure the width of the unpleated panel.	
	Determine the width one panel will cover, plus allowances for case, overlap, and return.	
	Determine the number of pleats and spaces possible for the panel.	
	Determine the width of each space.	
Pin-off pleats for draperies.	Use a cardboard gauge or measuring tool for pinning off pleats.	-Pinning off pleats

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	If a cardboard gauge is used, construct the gauge using measures obtained when planning pleats and spaces.	
	Place pins vertically in the heading to mark pleats.	
	Make minor adjustments in the pleats to keep the spaces accurate.	
Fold, pin, and stitch pleats in draperies.	Fold drapery panel, bringing pins together, and pin to form pleat.	Constructing pleats -Folding
	Use correct procedure for stitching various types of pleats.	-Stitching
Fold pleated draperies.	Use accepted procedures for folding pleated draperies.	Folding pleated draperies
Band pleated draperies.	Use correct procedures for banding draperies.	Banding pleated draperies
	Label and store draperies for pleats to set.	
Break and tack pleats on draperies.	Break pleats by creasing the crinoline in the heading.	Breaking and tacking pleats
	Shape the pleat and secure, using a bar tack for pinch pleats and blindstitching for box pleats.	
	Insert filling for cartridge pleat.	

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
Make fringe or tassels to coordinate with draperies.	Construct fringe or tassels to use for trim on draperies.	Making fringe and tassels for drapery trim
Attach ornaments, hooks, and/or trims to draperies.	Select ornaments, hooks, and/or trims appropriate for the type drapery.	Ornaments, hooks, and trims -Types
	Use appropriate techniques to attach these items.	-Attaching
* Inspect finished draperies.	Check drapery construction project for accuracy and quality stitching.	Quality drapery construction
Prepare draperies for mailing, shipping, or delivering.	Use appropriate techniques to prepare draperies for mailing, shipping, or delivery.	Packing draperies for mailing, shipping, or delivering

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CONSTRUCTION OF HOME FURNISHINGS ITEMS

SUBJECT: Curtains, Shades, and Window Headings

COMPETENCY: Ability to construct various curtains, shades, and window headings using accepted techniques.

OBJECTIVES: Identify various curtains, shades, and window headings.

Select fabrics suitable for various curtains, shades, and window headings.

Use appropriate techniques to construct various curtains, shades, and window headings.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
Construct cafe and shirred curtains.	Identify various types of curtains.	Relating drapery construction to curtain construction
	Describe similarities in construction between draperies and curtains.	
	Explain construction of cafe curtains.	Construction procedures and techniques for cafe curtains -Scalloped headings -Pleated headings
	Construct cafe curtains with scalloped or pleated headings.	
	Explain construction of shirred curtains.	Construction procedures and techniques for shirred curtains
	Construct shirred curtains.	
** Construct Austrian window shades.	Identify fabrics and supplies suitable for Austrian shades.	Constructing Austrian shades -Selecting suitable fabrics and supplies -Procedures -Techniques

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Determine amount of fabric needed for Austrian shades.	
	Determine the number of scallops needed for Austrian shades.	
	Explain construction of Austrian shades.	
	Construct an Austrian shade.	
	Insert the traverse cord in an Austrian shade.	
** Construct Roman window shades.	Identify supplies needed to construct Roman shades.	Constructing Roman shades -Selecting fabrics and supplies -Procedures -Techniques
	Determine amount of fabric needed for Roman shades.	
	Determine the best positions for ring tape on Roman shades.	
	Explain construction of Roman shades.	
	Construct a Roman shade.	
	Insert the traverse cord in a Roman shade.	
** Construct laminated window shades.	Specify supplies needed to construct laminated shades.	Constructing laminated shades -Selecting fabrics and supplies -Procedures -Techniques
	Determine amount of fabric and supplies needed for laminated shades.	

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Explain construction of laminated shades.	
	Construct laminated shades.	
** Construct cornice window headings.	Identify types of window headings.	Window heading types
	Describe supplies needed to make a cornice.	-Constructing a cornice --Materials needed --Procedures --Techniques
	Explain construction of a cornice.	
	Make a cornice.	
* Construct valances and lambrequins.	Identify supplies needed for valances and lambrequins.	-Constructing valances and lambrequins --Materials needed --Procedures --Techniques
	Distinguish between valances and lambrequins.	
	Explain construction of valances and lambrequins.	
	Construct a valance or a lambrequin.	
** Construct swags and cascades.	Differentiate between swags and cascades.	-Constructing swags and cascades --Selecting fabrics --Procedures --Techniques
	Identify fabrics suitable for swags and cascades.	
	Explain construction of swags and cascades.	
	Construct swags and cascades.	

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Use various trims to enhance window treatments.	Make trims for various window treatments. Apply trims on curtains, shades, and window headings.	Trimming curtains, shades, and headings -Constructing special trims -Techniques for application

CONSTRUCTION OF HOME FURNISHINGS ITEMS

SUBJECT: Miscellaneous Decorative Items

COMPETENCY: Ability to construct miscellaneous decorative items using accepted techniques.

OBJECTIVES: Identify fabrics, trims, and notions; equipment; and special techniques used in constructing miscellaneous decorative items.

Use appropriate techniques to construct bedspreads; pillows, cushions, or bolsters; and/or slipcovers.

Evaluate miscellaneous items for quality construction details.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
Point out fabrics and trims suitable for miscellaneous decorative items.	Specify fabrics and trims best suited for various miscellaneous decorative items.	Fabrics and trims for miscellaneous decorative items, such as bedspreads; pillows, cushions, or bolsters; and slipcovers
Select notions and/or trims to coordinate with fabrics used for miscellaneous decorative items.	Plan a construction project for a miscellaneous decorative item, noting fabrics, notions, and trims to be used.	Coordinating fabrics, notions, and trims for miscellaneous decorative items
Use appropriate equipment for fast, efficient construction of miscellaneous decorative items.	Specify the equipment needed for constructing each type of miscellaneous decorative item.	Equipment needed for constructing miscellaneous decorative items -Types
	Explain the operation of the equipment.	-Operation
* Use special construction techniques to complete miscellaneous decorative items as specified on work orders.	Examine work orders for specification of special construction techniques.	Special construction techniques required to complete miscellaneous decorative items

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Explain construction procedures in detail as they relate to the specific decorative item being constructed.	-Quilting -Cording -Zipper application -Applique
	Use appropriate construction techniques when making various decorative items.	
* Evaluate quality of construction in miscellaneous decorative items in relation to efficiency and time spent on the job.	Develop criteria for evaluating miscellaneous decorative items.	Evaluating construction quality of miscellaneous decorative items
	Compare several items within each miscellaneous category for quality construction details.	
* Measure a bed to determine exact fabric requirements for various types of bedspreads.	Point out differences in bedspread-types and relate to measurements of beds.	Constructing bedspreads of various types -Procedures -Techniques
	Measure a bed for a specific type of bedspread.	
* Estimate the amount of materials needed for various bedspreads.	Figure the amount of fabric and other materials needed for a bedspread of a specific type.	
* Construct various bedspreads.	Explain the procedure for making a specific type of bedspread.	
	Use appropriate techniques to make a bedspread of a specific type.	

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Measure home furnishings to determine exact fabric requirements for various pillows, cushions, and bolsters.	Differentiate between pillows, cushions, and bolsters in regard to construction details.	Constructing pillows, cushions, and bolters -Procedures -Techniques
	Measure accurately to determine size of pillows, cushions, or bolsters.	
* Estimate amounts of fabrics and other materials needed for various pillows, cushions, and bolsters.	Figure amount of fabric and filling needed to construct a pillow, cushion, or bolster.	
* Construct various pillows, cushions, and bolsters.	Explain the procedures for constructing pillows, cushions, and bolsters.	
	Use appropriate techniques to make a pillow, cushion, or bolster.	
Cover a chair bottom.	Explain measuring and covering techniques for chair bottoms.	Covering chair bottoms -Procedures -Techniques
	Use appropriate techniques to cover a chair bottom.	
** Measure a chair or sofa to determine exact fabric requirements for slipcovers.	Describe measurements needed for determining amount of fabrics and other materials used in making slipcovers.	Constructing slipcovers -Procedures -Techniques
	Measure an item to be slipcovered.	
** Estimate amount of fabric and other materials needed for slipcovers.	Figure amount of fabric and other materials needed to make a slipcover.	

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
** Construct slipcovers.	Explain the procedures used in making a slipcover. Make a slipcover using appropriate techniques.	

DESIGN IN HOME FURNISHINGS

SUBJECT: Principles and Elements of Design

COMPETENCY: Ability to achieve harmony and individuality in home furnishings through effective use of the principles and elements of design.

OBJECTIVES: Apply principles and elements of design when coordinating home furnishings.

Evaluate home furnishing items in terms of principles and elements of design.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Point out the principles and elements of design apparent in home furnishings.	Identify the principles of design.	Principles and elements of design
	Identify the elements of design.	
	Illustrate types of balance.	-Balance
	Point out lack of balance in room arrangements.	
	Illustrate proportion and scale.	-Proportion and scale
	Distinguish between proportion and scale in home furnishings.	
	Point out good and poor proportion and scale in room arrangements.	
	Use emphasis and rhythm to create interest in home furnishing arrangements.	-Emphasis -Rhythm

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Identify standard color harmonies used in the home.	-Color --Monochromatic --Analogous --Complementary
	Use color, light, and texture to affect the apparent space in a room or area.	-Light
	Employ the elements of color and texture to create various feelings in home furnishings.	-Texture
	Illustrate lines used to create various effects.	-Line
	Show examples of good and poor form or shape.	-Form or shape
	Illustrate different types of designs used in home furnishings.	Types of design used in home furnishings -Structural -Decorative
* Use the principles and elements of design to achieve unity and individuality in home decorating.	Explain the specific principles and elements of design used in home furnishings.	Combining principles and elements of design
	Combine various aspects of the principles and elements of design to create a harmonious setting.	
	Judge how well the principles and elements of design have been used in home furnishings.	

DESIGN IN HOME FURNISHINGS

SUBJECT: Accessories

COMPETENCY: Ability to achieve interest and unity in room settings through use of accessories.

OBJECTIVES: Select interesting, well-designed items for use as accessories.

Arrange accessories to provide unity and interest in a room setting.

Use appropriate tools, hardware, techniques, and procedures to install wall accessories.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Coordinate accessories in homes and in store displays.	Identify the variety of items used as accesories for home, office, etc.	Selecting items suitable for use as room accessories
	Analyze accessories according to the principles and elements of design.	Application of principles and elements of design to selection of accessories
	Combine accessories that look well together.	
* Display accessories to enhance the appearance of the items and the display area.	Determine basic uses of accessories, such as providing unity and interest.	Using accessories to enhance a decorating scheme -Arranging wall compositions -Arranging accent items -Displaying collections
	Arrange accessories for various effects in a room or display.	
Mount wall accessories.	Attach wall accessories using appropriate techniques, procedures, hardware, and tools.	Installation of wall accessories -Techniques and procedures -Hardware and tools

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
Maintain accessories in the display area.	Demonstrate techniques for the care of accessories.	Care of accessories -Procedures

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SUBJECT: Furniture Design and Construction

COMPETENCY: Ability to recommend furniture designs and construction details to appropriately meet clients' needs.

OBJECTIVES: Associate furniture designs with various styles and periods.

Identify current furniture trends.

Use several furniture styles and periods effectively in a room.

Employ furniture construction terms.

Analyze quality of furniture construction.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
** Identify various furniture styles and periods.	Identify the various styles and periods of furniture.	Distinguishing characteristics of furniture
	Point out ways that past styles and periods have influenced present-day furnishings.	Styles and periods
	Specify changes in furniture due to technological advancement in the past decade.	Technological advancements made in furniture
** Cite current trends in furniture styles.	Identify current furniture trends.	Trends in furniture styling
	Identify furniture trends of the past, present, and future.	

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Show how culture is reflected in furniture styles and trends.	Influence of culture on furniture styles and trends
** Combine complementary furniture styles and periods for use in a room or display.	Combine furniture styles and periods that are complementary and that reflect current trends.	Selection of furniture according to styles and periods, principles and elements of design, and current trends
* Use correct terms for identifying construction details in furniture.	Utilize construction terms to discuss items of furniture.	Terms related to furniture construction
** Describe the characteristics of woods used in the construction of furniture.	Distinguish woods used in the various stages of furniture construction.	Woods used in furniture construction
	Point out woods associated with high, medium, and low prices.	
** Point out characteristics of well-constructed case goods.	Describe construction techniques for case goods.	Techniques of quality construction for case goods
	Explain construction techniques related to durability of case goods.	
	Examine various case goods for quality construction.	
	Analyze case goods for strong and weak construction features.	
** Describe the characteristics of textiles used in the construction of furniture.	Describe textiles used in various stages of furniture construction.	Textiles used in furniture construction

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
** Point out characteristics of well-constructed upholstered pieces and mattresses.	Describe construction techniques related to durability of upholstered furniture.	Techniques of quality construction for upholstered furniture -Structure -Fillings -Coverings
	Examine various upholstered furniture items for quality construction.	
	Analyze upholstered furniture items for strong and weak construction features.	
	Explain construction techniques used for mattresses.	Techniques of construction for mattresses
	Determine which construction features contribute to quality.	
	Examine mattresses for quality construction features.	
* Interpret labels required on furniture by the Federal Trade Commission.	Translate labels found on furniture pieces into terms which can be understood by consumers.	Furniture labeling

DESIGN IN HOME FURNISHINGS

SUBJECT: Home Lighting

COMPETENCY: Ability to encourage the use of home lighting to enhance a room or area.

OBJECTIVES: Identify various light sources and purposes.

Use a footcandle meter to determine intensity and distribution of light.

Utilize lighting techniques to create effective store displays and room settings.

Evaluate room lighting designs to determine changes needed.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Identify lighting suitable for various purposes.	Use the correct terminology to describe light sources, lamp types and parts, and luminaire types and parts.	Light sources -Natural daylight -Incandescent lamps --Types --Parts -Electric discharge lamps --Types --Parts Luminaires -Types and categories -Parts
	Point out the purposes of various lighting fixtures.	Lighting purposes -General -Functional -Decorative

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SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
** Direct the client in the selection of lighting suitable for specific	Suggest lamps for a specific uses or purposes.	
** Determine light distribution and intensity for a room or area.	Analyze room lighting in terms of lumen candlepower, footcandles, and footlamberts.	Light measurement -Ways light is measured -Devices and procedures
	Demonstrate the use of a footcandle meter.	
** Create different moods or effects by varying the lighting in store displays and in room settings.	Demonstrate the effects of lighting on colors and textures.	Lighting to create moods and effects -Use of direct and indirect lighting -Use of dimmer switches and other type switches
	Utilize lighting to help create mood in a room or display.	
** Prepare lighting designs for meeting clients' needs.	Propose lighting for a specific room based on purpose, light requirements, and desired effect or mood.	Lighting design -Planning procedures -Evaluation criteria
	Compare lighting designs of two rooms.	

DESIGN IN HOME FURNISHINGS

SUBJECT: Floor Coverings

COMPETENCY: Ability to accomplish desired results when assisting clients with selections of floor coverings.

OBJECTIVES: Identify basic types of floor coverings.

List care required for a variety of floor coverings.

Apply guidelines for selection of floor coverings.

Estimate materials needed and costs for a specific floor covering job.

Prepare clear, concise work orders.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Identify various floor treatments.	Identify various types of floor coverings.	Types of floor coverings and their characteristics
	Point out the characteristics and the advantages and disadvantages of various floor coverings, including energy conservation, cost, care, and installation requirements.	-Hard surfaced --Resilient --Nonresilient -Wood -Carpets and rugs --Fibers used --Underlays or paddings
	Exhibit floor coverings reflecting current trends in home furnishing.	Trends in floor covering
Maintain display of catalogs and/or floor covering samples.	Observe a variety of filing or storage systems for organization of samples.	Organization of samples -Procedures -Display props

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Update a catalog system to include current floor coverings and prices.	
	Devise a system for displaying samples of floor coverings.	
* Advise the client on care of floor coverings.	Demonstrate the care techniques appropriate for various types of floor coverings.	Care of floor coverings -Techniques -Equipment and supplies needed
** Coordinate floor covering with walls, furnishings, and accessories in a room.	Propose a floor covering to be used with a specific room decor following guidelines for selection.	Selection guidelines for floor coverings
** Determine the amount of floor covering needed for a room.	Measure a room and compute the floor area to be covered.	Estimating the amount of floor covering needed from room measurements
** Prepare estimates of floor covering amounts needed and the cost of materials and installation.	Draw a sketch to indicate layout procedures for various floor coverings.	
	Estimate the amount of floor covering needed to cover the area, using various floor coverings.	
	Estimate the cost of various floor coverings suitable for the proposed job.	Figuring cost estimates for the installation of floor coverings
** Prepare work orders for floor coverings.	Complete a work order for the proposed job.	Work orders for floor coverings

DESIGN IN HOME FURNISHINGS

SUBJECT:	Walls and Ceilings
COMPETENCY:	Ability to accomplish the desired results when assisting clients with selection and application of wall and ceiling treatments.
OBJECTIVES:	Recognize basic treatments for walls and ceilings. Apply guidelines for the selection of wall and ceiling treatments. Use accurate room measurements to estimate the amount of material and cost for various wall and ceiling treatments. Propose tools and/or equipment, materials, and paint mixes to create the desired effect on walls and ceilings.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Identify various wall and ceiling treatments.	Identify various treatments for walls and ceilings and their uses.	Uses and characteristics of wall and ceiling treatments -Masonry -Paneling -Paint -Wallpaper -Fabric -Plaster -Acoustics
	Point out the characteristic advantages and disadvantages of various wall and ceiling treatments including energy conservation, care, cost, and installation requirements.	
	Exhibit wall and ceiling treatments that reflect current trends.	Trends in wall and ceiling treatments
Organize and/or maintain catalogs and samples of wall and ceiling treatments.	Observe a variety of filing or storage systems for organization of samples.	Organization of samples and catalogs -Procedures -Display props

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Update materials offered and retail prices in wall and ceiling treatment catalogs.	
	Devise a file of sample treatments for walls and ceilings.	
* Describe the care required for various wall and ceiling treatments.	Demonstrate the care of various wall and ceiling treatments.	Care of wall and ceiling treatments
** Assist client in coordinating wall and ceiling treatments with other room features.	Propose treatments of walls and ceilings in a room following established selection guidelines.	Selection guidelines for wall and ceiling treatments
* Take room measurements for various wall and ceiling treatments.	Measure a room for proposed treatment of walls and ceilings accurately.	Procedures for measuring rooms to estimate materials needed for walls and ceilings
	Sketch wall elevations.	
** Estimate amount of material required for various wall and ceiling treatments and record on the work order.	Estimate the amount of material needed for the walls and ceiling in a room.	Procedures for estimating materials needed for various wall and ceiling treatments
** Compute cost estimates for wall and ceiling treatments.	Prepare cost estimates for various wall and ceiling treatments.	Determining cost of materials for walls and ceilings
** Assist client in assembling materials, tools, and/or equipment required for installation of various wall and ceiling treatments.	Display tools and/or equipment required for do-it-yourself application of specific wall and ceiling treatments.	Application of treatments for walls and ceilings -Tools and/or equipment required -Procedures or techniques
Reproduce paint formulas accurately to meet the client's needs.	Select appropriate paint for walls and ceilings.	

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Mix paint according to formula for color desired.	
* Describe procedures for application of wall and ceiling treatments.	Describe or demonstrate the correct application of a specific wall or ceiling treatment.	

DESIGN IN HOME FURNISHINGS

SUBJECT: Windows and Window Treatments

COMPETENCY: Ability to achieve desired results when assisting clients with selection and installation of window treatments.

OBJECTIVES: Identify different types of windows and window treatments.

Select an appropriate window treatment to enhance a room.

Determine measurements and materials needed for a window treatment.

Develop skill in installation of hardware for window treatments.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
Organize and maintain fabric samples for window treatments.	Organize an effective display of sample catalogs and/or showroom samples.	Cataloging samples and showroom items -Procedures -Display props
	Compile fabric samples and their retail prices.	
* Identify types of windows, parts of a window, and window treatments in specific situations.	Identify parts of a window, types of windows, and their characteristics.	Parts of a window and types of windows
	Cite window treatments for various window types.	Window treatments -Traditional -Special
** Coordinate fabric for window treatments to meet the needs of the client, to suit the purpose intended, and to enhahce the room decor.	Determine fabrics and trims suitable for window treatments.	Determining window treatment to be used in terms of -Energy conservation -Fabrics and trims available -Style of room and window

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Describe window treatments that provide minimum, moderate, and maximum energy conservation.	
	Plan window treatments for a specific traditional window and a problem window.	
* Measure windows according to proposed treatment requirements.	Measure windows for treatments, including shades, shutters, blinds, and draperies.	Measuring windows for various treatments -Procedures
** Estimate the amount of fabric and materials required for window treatment and record on the work order.	Compute amount of fabric and materials needed for treatment to be done and record on work order	Preparation of work orders -Amount of fabric and materials
** Compute cost of fabric and labor for window treatment from work order specifications.	Determine the cost of various types of window treatments.	-Cost of treatments
* Specify types and uses of hardware for various window treatments.	Determine hardware needed for various window treatments.	Hardware for windows -Types -Uses
	Propose window hardware needed for a special situation.	
** Instruct client on installation of hardware for various window treatments.	Explain proper installation of hardware according to window and wall construction.	Hardware installation -Tools and hardware needed -Procedures for various wall types and window treatments
* Install window treatment hardware using appropriate attachment techniques.	Demonstrate proper hardware installation techniques for treatments, including shades, shutters, blinds, and draperies.	-Installation techniques

DESIGN IN HOME FURNISHINGS

SUBJECT: Tableware, Table Linens, and Centerpieces

COMPETENCY: Ability to demonstrate appropriate use of tableware, table linens, and centerpieces to meet the client's needs.

OBJECTIVES: Use correct procedures for handling and displaying table appointments.

Utilize bridal selection records.

Identify classifications and types of dinnerware and corresponding quality factors.

Create centerpieces appropriate for a specific setting.

Coordinate table appointments to create harmony and fulfill specific purpose.

Coordinate table appointments for a variety of situations.

Evaluate table settings with regard to harmony, theme, or purpose, and price range.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
Unpack and/or pack tableware.	Follow correct procedures for receiving and unpacking shipments of tableware.	Handling tableware -Unpacking
	Pack tableware for shipment and/or storage.	-Packing
* Keep accurate records for bridal selections of table appointments.	Prepare a bridal selection file indicating patterns selected, pieces acquired, and other pertinent information.	Keeping records of bridal selections -Procedures

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
** Develop table appointment advertisements for sales promotion.	Plan copy for a newspaper advertisement announcing a table appointment sale.	Describing table appointments in sales advertisements
* Direct the client to the appropriate tableware.	Differentiate between the classifications of tableware.	Classifications of tableware -Dinnerware -Flatware -Glassware -Holloware
* Describe various types of tableware to the client.	Describe construction materials and techniques that distinguish types within each tableware classification.	Distinguishing types of tableware within each classification by construction materials and techniques
* Provide the client with information about the quality of the tableware.	Identify differences in quality of tableware.	Quality indicators in tableware based on construction materials and techniques
* Specigy the ways that tableware is offered for purchase.	Identify various ways that tableware is offered for purchase. Point out advantages and/or disadvantages of each way of buying tableware.	Ways to purchase tableware -Sets -Starter sets -Open stock -Pieces -Place settings
Point out types of table linens and their uses.	Identify various table linens appropriate for formal and informal table settings.	Types and uses of table linens
* Display table linens according to their purposes.	Prepare a display of table linens for a specific situation.	Display of table linens
* Select an arrangement suitable for a centerpiece.	Determine arrangements appropri- for centerpieces.	Centerpieces for table settings

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Construct a centerpiece.	Modify an existing centerpiece to express originality and carry out a theme. Plan a simple centerpiece. Construct a simple centerpiece.	
** Assist the client in coordinating table appointments.	Use design elements to coordinate table appointments for a display.	Coordinating tableware, table linens, and centerpieces
** Arrange harmonious table settings for a variety of purposes and in various price ranges.	Distinguish between correct and incorrect table settings. Plan and prepare arrangements of table appointments. Evaluate table settings according to purpose, harmony, and price range.	Types of table settings -Formal vs. informal -Seated vs. buffet

DESIGN IN HOME FURNISHINGS

SUBJECT: Household Linens

COMPETENCY: Ability to integrate information about household linens in order to direct clients in their selections.

OBJECTIVES: Identify factors influencing the selection of household linens.

Determine quality construction details related to durability in linens.

Determine household linen needs of clients.

Prepare displays of household linens.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Direct clients in selecting specific types of household linens.	Identify various types and styles of linens.	Linen types and styles available
	Point out various fibers and fabrics used in household linens.	Fibers and fabrics used in household linens
* Interpret labels and specifications on linens.	Explain the specifications found on household linen labels.	Specifications for linens -Thread count -Standard sizes
* Point out quality features of household linens.	Compare various sheets, blankets, pillows, towels, and mattress pads for quality construction details	Relating quality to durability and price of linens -Construction details
	Determine the best linen buy for the price.	-Price variations

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
** Assist client in determining quantities of household linens needed, taking available funds into consideration.	Plan household linen purchases for a new home, noting quantity needed and probable cost.	Determining linen needs in relation to recommended quantity and budget
* Coordinate kitchen, bed, and bath accessories with linens for use in displays.	Select accessories to coordinate with kitchen, bed, and bath linens for a display.	Techniques for displaying linens
* Arrange displays of household linens.	Design a linen display to attract attention to a sale.	

DESIGN IN HOME FURNISHINGS

SUBJECT: Kitchen Equipment and Utensils

COMPETENCY: Ability to propose ways to utilize kitchen equipment and utensils in homes and displays.

OBJECTIVES: Identify equipment and utensils used in meal preparation.

Determine construction details in kitchen equipment and utensils related to quality and/or efficiency.

Apply criteria for selecting kitchen equipment and utensils.

Develop displays of kitchen equipment and utensils.

Demonstrate the use and care of kitchen equipment and utensils.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
Point out equipment and utensils used in meal preparation.	Classify equipment and utensils according to use in meal preparation. Identify special purpose (gourmet) equipment and utensils.	Classification of equipment and utensils used for meal preparation
* Specify the construction details that contribute to quality and/or efficiency in kitchen equipment and utensils.	Explain how construction materials and designs in kitchen equipment and utensils are related to quality and/or energy efficiency. Examine various pieces of kitchen equipment and utensils for factors indicating quality and/or energy efficiency.	Construction details in kitchen equipment and utensils

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Point out differences in grades of appliances.	
* Interpret labels, seals of approval, warranties, and specification sheets for kitchen equipment.	Explain the meaning of labels, seals of approval, warranties, and specification sheets found on kitchen equipment.	Labels, seals of approval, warranties, and appliance specification sheets
** Assist client in determining selection criteria for kitchen equipment and utensils.	Analyze kitchen equipment and utensils to determine the best buy in terms of selection guidelines or criteria.	Criteria influencing the selection of kitchen equipment and utensils
	Plan for equipment and utensil purchases when budget and space are limited.	
** Provide information on caring for kitchen equipment and utensils.	Describe the care techniques appropriate for use with various kitchen equipment and utensils.	Care of kitchen equipment and utensils
* Arrange displays of kitchen equipment and utensils.	Draw a diagram for a kitchen equipment display.	Techniques of displaying kitchen equipment
** Point out features of kitchen equipment through demonstration.	Demonstrate the proper use and care of various kitchen utensils and tools.	Demonstration techniques for use and care of kitchen equipment

ARRANGEMENT OF INTERIORS

SUBJECT: Floor Plans and Room Arrangements

COMPETENCY: Ability to propose effective and efficient room arrangements.

OBJECTIVES: Identify symbols used on floor plans.

Plan a furniture arrangement to scale for a room or room setting.

Evaluate furniture placement in a room or room setting according to specific principles.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Take accurate measurements of a room or area.	Measure dimensions of room, windows, doors, etc. Use measurements to draw a rough sketch of a room.	Preliminary procedures for planning room arrangements -Taking necessary measurements -Sketching room layouts
* Prepare simple scaled drawings.	Convert regular measurements into scaled measurements. Construct a drawing of a room to scale.	-Preparing scaled drawings from sketches
* Interpret symbols used on a floor plan.	Describe various symbols used on a floor plan. Utilize appropriate symbols on a floor plan.	-Using symbols to designate room features, such as lighting, windows, doors, etc.
* Apply principles of design and furniture placement to furniture arrangement.	Prepare scaled templates of various furniture pieces.	-Selecting templates for use in room arrangements

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Utilize principles of furniture arrangement in a room setting.	Procedures for room arrangement -General guidelines for arrangement
	Analyze a room setting according to guidelines of arrangement.	
	Relate principles of design to furniture arrangement.	-Using principles of design in room arrangement
	Point out principles of design in a room arrangement.	
	Construct furniture arrangements for various effects in a room setting using scaled room plans and templates.	
** Evaluate furniture arrangement in relation to the decorating problems of a client.	Compare room arrangements to determine strong and weak points.	Guidelines for evaluating room arrangements

ARRANGEMENT OF INTERIORS

SUBJECT: Merchandise Display

COMPETENCY: Ability to create effective displays to enhance home furnishings merchandise and the store.

OBJECTIVES: Apply principles of design to unit or related merchandise groupings.

Analyze displays to establish guidelines for effectiveness.

Evaluate displays according to established guidelines.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
Maintain home furnishing displays.	Use appropriate maintenance techniques for displays.	Maintenance of store and window displays
* Select home furnishings to be displayed.	Select merchandise for unit groupings and/or related groupings according to elements and principles of design, and price range.	Techniques for grouping merchandise -Unit groupings -Related groupings
* Create store and window arrangements using home furnishings.	Identify areas used for displays. Point out various arrangement patterns for displaying merchandise. Propose an arrangement of merchandise using either unit or related groupings and the design principles.	Planning display arrangements -Store -Window
* Construct props or fixtures needed in home furnishing store or window displays.	Identify props needed to create display arrangements.	Props or fixtures used in displays -Types

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Construct various props needed in the proposed display.	-Constructing special props --Tools needed --Procedures
* Use effective lighting for home furnishing displays.	Select lighting to enhance a display arrangement.	Techniques for lighting displays effectively
	Arrange lighting for desired effect in the display.	
* Evaluate home furnishing store and/or window displays for effectiveness.	Analyze displays to determine reasons for effectiveness.	Guidelines for evaluating displayed merchandise
	Develop guidelines for assessing the effectiveness of a display.	
	Judge a display using established guidelines.	

FLORAL DESIGN

SUBJECT: Introduction to the Floral Business

COMPETENCY: Ability to perform various general procedures and customer service procedures involved in the floral business.

OBJECTIVES: Identify various plants and flowers by their common names.

Demonstrate recommended procedures for ordering, receiving, storing, and caring for flowers, greens, potted plants, and supplies.

Perform customer service procedures followed in floral business establishments.

Demonstrate recommended procedures for delivering floral arrangements and potted plants to clients.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Point out current trends in the floral business.	Note the current trends reflected in the floral business.	Current trends in floral design
* Designate flowers, greens, and potted plants by their common names.	Label plants and flowers available with their common names.	Common names or readily available plants and flowers
** Order floral merchandise and supplies.	Keep records of merchandise used and needing replacement.	Perpetual inventory procedures in the floral business
	Prepare order for floral supplies required for a special season.	
** Follow correct procedures for receiving shipments of flowers, greens, and potted plants.	Unpack and sort flowers, greens, and potted plants.	Procedures for receiving floral shipments -Cut flowers and greens -Potted plants -Supplies and props
	Prepare stems of cut flowers for storage.	

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Apply preservatives when required as part of plant maintenance.	
* Follow correct procedures for storing flowers, greens, and potted plants.	Demonstrate the correct storage procedures for various plants.	Storage of flowers, greens, and potted plants
* Maintain proper storage conditions for common and special plants.	Describe the appropriate cold storage requirements for various plants.	Cold storage procedures for common
* Care for plants not requiring cold storage.	Provide water, food, and adequate light and ventilation for plants not in cold storage.	Caring for plants not requiring cold storage
* Pack cut flowers and greens for shipping to retail stores.	Demonstrate packing cut flowers and greens for shipping.	Packing cut flowers and greens for shipping
** Prepare customer order forms for flowers, greens, and potted plants.	Fill out order form completely and accurately from a telephone request and an in-store request.	Customer services
** Provide written floral descriptions to client for special occasions, such as a wedding announcement.	Write a floral description for a wedding announcement or other special occasion announcement.	
** Wire floral orders.	Practice wiring floral orders.	Floral wire services
* Provide information about flowers and plants available.	Note flowers and plants available at different times of the year.	Availability of flowers, greens, and potted plants
* Suggest floral arrangements suitable for specific occasions.	Describe types of arrangements for various occasions.	Floral arrangements for various occasions
	Specify seasonal arrangements based on availability of flowers.	

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Estimate the cost of floral arrangements requested.	Show various materials suitable for arrangements at different price levels.	Figuring cost of floral arrangements
* Direct the client in the care required for fresh and permanent arrangements and potted plants.	Describe care needed by common potted plants and fresh flowers.	Ways to inform clients about floral arrangement and plant care requirements
	Describe the care of permanent arrangements.	
** Suggest solutions to plant health problems based on outward symptoms.	Determine problems associated with an unhealthy plant.	Symptoms and cures for unhealthy plants
	Recommend care techniques to improve the condition of unhealthy plants.	
* Provide special care needed for dish gardens.	Water dish gardens and provide light and food as required.	Caring for dish gardens
* Provide special care needed for terrariums.	Clean terrariums and water as needed.	Caring for terrariums
** Follow procedures related to floral delivery scheduling.	Prepare a delivery sheet.	Scheduling deliveries -Delivery sheets -Control boards
	Demonstrate use of a control board for scheduling.	
* Prepare floral arrangements and potted plants for delivery.	Package floral arrangements and/or potted plants.	Preparation of floral arrangements for delivery -Packaging
* Deliver floral arrangements to clients.	Load floral arrangements using delivery aids.	-Delivery aids
	Demonstrate procedures for typical and special deliveries.	-Delivery procedures

FLORAL DESIGN

SUBJECT: Design and Display of Floral Items

COMPETENCY: Ability to achieve harmony and individuality through effective design and display of flowers, plants, and floral sprays.

OBJECTIVES: Select containers and other materials complementary to the flowers, greens, or potted plants being used.

Demonstrate skill in arranging flowers, greens, and plants for use in the home.

Apply principles of floral design to arrangements, dish gardens, and terrariums.

Practice display techniques that enhance floral arrangements, potted plants, giftwares, and floral supplies or props.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
Maintain floral worktable with proper tools and supplies.	Identify tools and supplies needed at a design worktable.	Tools and supplies for construction of floral arrangements.
Perform simple floral construction or decoration techniques.	Demonstrate wiring and/or taping using various methods suited to type of flower.	Basic arrangement construction techniques -Wiring and/or taping
	Attach picks to flowers or greens for use in arrangements.	-Attaching picks
	Correctly assemble various mechanical aids to prepare for arranging flowers.	-Using mechanical aids
	Decorate potted plants for use as gifts.	-Decorating potted plants

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SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Construct an arrangement of fresh flowers and greens or permanent materials.	Point out line designs and geometric forms used in floral arrangements. Prepare a small bud vase arrangement for a special occasion. Select fresh or permanent flowers and other materials compatible for an arrangement. Construct a fresh or permanent arrangement using floral design rules and steps in construction. Analyze the arrangement for design faults. Evaluate the arrangement in terms of appropriateness, design, and cost of materials.	Basic floral designing rules -Lines used -Principles of design -Techniques of constructing arrangements
* Make giftwares or props for display in the floral department.	Select compatible supplies for construction of giftwares or props. Assemble materials (candles, ribbons, etc.) into giftware items or props that complement floral arrangements or potted plants.	Construction of giftwares or props
* Coordinate floral selections with giftwares, props, and supplies for use in displays and homes.	Prepare and maintain displays of flowers, plants, giftwares, props, and supplies.	Displaying plants and flowers with related giftwares, props, and supplies

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Design a feature display for a special occasion.	
** Price giftwares or props and other items displayed in the floral departments.	Determine the cost of supplies and labor for use in pricing the items displayed.	Cost of display items -Dish gardens -Terrariums -Giftwares or props
* Prepare dish gardens for display.	Assemble plants and materials suitable for woodland and/or desert dish gardens. Prepare a woodland or desert dish garden. Evaluate the dish garden with regard to design and compatibility of materials and plant care requirements.	Preparation f dish gardens -Types -Suitable plants and materials -Procedures
* Prepare terrariums for display.	Identify tools needed for planting terrariums. Assemble plants, materials, and containers suitable for terrariums. Plant a terrarium. Judge the terrariums according to compatibility of the plants, their care requirements, and other materials used.	Preparation of terrariums -Tools needed -Suitable plants and materials -Procedures

INTRODUCTION TO THE HOME FURNISHINGS INDUSTRY

SUBJECT: Orientation to Employment

COMPETENCY: Ability to maintain high personal and professional standards necessary for success in home furnishings jobs.

OBJECTIVES: Point out career opportunities in the home furnishings field.

Describe competencies needed and tasks to be performed by home furnishings employees.

Summarize personal qualities necessary for being a successful employee.

Relate knowledge of employment opportunities and job responsibilities in the home furnishings industry to performance of home furnishings tasks.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
(NOTE: There are no specified sub-competencies for this area since it includes basic introductory information.)		Importance of home furnishings
		Employment opportunities in the home furnishings industry.
		Labor laws and regulations
		Tasks performed by home furnishings employees.
		Personal requirements of employees in the home furnishings industry
		Job attitudes
		Employees' responsibilities

INTRODUCTION TO THE HOME FURNISHINGS INDUSTRY

SUBJECT: Procedures Performed in Home Furnishings Work

COMPETENCY: Ability to function effectively and efficiently in home furnishings business situations.

OBJECTIVES: Adopt professional attributes needed for success in business.

Determine correct and efficient office procedures.

Use appropriate stocking procedures.

Select appropriate supplies and techniques for store and storeroom maintenance.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
Greet customers appropriately.	Greet customer in an appropriate manner.	Business etiquette
* Assist customers with merchandise.	Practice listening to customers and remembering their names.	
	Show customers merchandise that fits the price range in which they express interest.	
** Handle customer complaints.	Handle customer complaints courteously and diplomatically.	
* Answer the telephone, take messages, and answer questions.	Answer the telephone, take messages, and answer questions courteously.	
** File forms and correspondence, including invoices and charge tickets.	Explain various accepted filing procedures for offices.	Office procedures -Filing

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Develop a file for a specific business related to home furnishings.	
** Prepare monthly statements.	Explain the procedure to follow when billing a customer.	-Preparing monthly statements
	Prepare customer bills.	
* Use appropriate procedures for sending mail, parcels, and/or freight.	Identify various mailing and shipping services.	Mailing and shipping procedures
	Cite guidelines for packing household items for shipping.	
	Prepare letters, flyers, and parcels for mailing ro shipping.	
** Assist with financial records and/or bookkeeping.	Identify methods for keeping records for a business.	Keeping business records
	Follow specified procedures for keeping records for a business.	
** Fill out purchase order forms.	Identify information needed to complete a purchase order form.	Stocking procedures -Ordering goods
	Interpret shipping terms used on purchase orders.	
	Complete purchase order forms.	
** Process invoices.	Point out information found on invoices and interpret.	-Processing invoices
	Figure cash discounts according to the terms of payment.	

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Receive orders.	Explain the procedures followed when receiving orders.	-Receiving procedures
	Complete a receiving log or apron to indicate merchandise received.	
* Check orders received.	Describe various methods of checking an order.	-Checking orders
	Check a shipment of goods and report any errors on the inspection error slip.	
* Mark new merchandise.	Identify various kinds of price tickets.	-Marking merchandise
	Identify information found on price tags.	
	Explain various marking procedures.	
	Mark new merchandise and place on display.	
* Maintain forward and reserve stock.	Plan a stockroom arrangement.	-Stockkeeping systems and inventories
	Replenish stock in the store as needed.	
* Assist with inventory of stock.	Distinguish between perpetual and physical inventories.	
	Complete forms used for perpetual and physical inventories.	

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
Assist in the care and maintenance of the store and storage rooms.	Select cleaning supplies and equipment appropriate for the job. Explain care procedures for maintaining the store and storage areas. Do routine care and maintenance tasks.	Care and maintenance of the store and storage rooms

INTRODUCTION TO THE HOME FURNISHINGS INDUSTRY

SUBJECT: Procedures for Working With Home Furnishings Items

COMPETENCY: Ability to work with home furnishings utilizing appropriate care, safety, and repair techniques.

OBJECTIVES: Use appropriate supplies and techniques in caring for home furnishings.

Repair minor damage to home furnishings.

Apply safety procedures to job related tasks.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
Employ proper techniques when handling home furnishing items.	Use appropriate techniques for lifting and moving home furnishings to prevent damage.	Handling home furnishings -Lifting
* Employ proper techniques in caring for case goods, upholstered goods, and accessories.	Explain common procedures used in caring for case goods, upholstered goods, and accessories.	-Care or maintenance of items
	Examine home furnishings for stains, spots, or scratches.	
	Determine the best methods for correcting the damage.	
	Use appropriate techniques for daily and special maintenance of home furnishings.	
** Repair minor damage to furniture.	Describe types of minor damage that can be corrected and the procedures for correction.	Repairing damaged furniture -Types of damage -Tools and supplies needed

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Examine furniture items for damage and indicate repair needed.	-Procedures -Techniques
	Use appropriate techniques to effectively repair minor damage to furniture.	
	Evaluate repaired furniture in terms of customer acceptance.	
Observe safety precautions when performing tasks related to home furnishings.	Point out various hazards related to employment in home furnishings or related fields.	Safety practices to follow -General
	Observe safety precautions in use of supplies and equipment and in following procedures related to job tasks.	-When using supplies and equipment
	Lift and move home furnishings appropriately to prevent physical injury.	-When lifting and moving home furnishings

REFERENCE LIST
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HOME FURNISHINGS/INTERIOR DESIGN

BOOKS

Alexander, Mary Jean. Decorating Made Simple. Garden City, New York: Doubleday and Company, Inc., 1964. 182 pp. ($2.50, l.p., paperback. You and your home, guide to design terms, where to start, understanding color, floors and floor coverings, walls and wall coverings, windows, fabrics, furniture, accessories, lighting and equipment, and history of interior design.)

Alexander, Mary Jean. Designing Interior Environment. New York, New York: Harcourt Brace Jovanovich, Inc., 1972. 236 pp. ($13.95, l.p. Overview of interior design, design influences, elements and principles of design, lighting, floor and wall coverings, fabrics, furniture, and accessories.)

Allen, Phyllis Sloan. Beginnings of Interior Environment. Provo, Utah: Brigham Young University Press, 1972. 298 pp. ($13.92, l.p., cloth; $9.95, l.p., paperback. Heritage homes; floor plans; design: theory and application; color: use and misuse; floors and wall coverings; fabric selection; furniture selection; and budget decorating.)

Allen, Phyllis Sloan. The Young Decorator. Provo, Utah: Brigham Young University Press, 1975. 219 pp. ($12.95, l.p.; $8.95, l.p., paperback. Types of housing, principles of design, color schemes, floors, walls, fabrics, window treatments, and decorating projects. G: 10.)

Ball, Victoria Kloss. Opportunities in Interior Design. 2nd ed. Skokie, Illinois: Vocatiobal Guidance Manuals, 1977. 122 pp. ($5.50, l.p., hardcover; $3.95, l.p., paperback. How to get started and stay on top in the interior design field, educational costs for the novice designer, and trade secrets of practicing professionals.)

Benz, M. Flowers: Geometric Form. 4th ed. Houston, Texas: San Jacinto Publishing Company, 1973. 320 pp. ($35.00, l.p. Principles of flower arrangement, design, types of floral design, preparation of corsages, and flowers for weddings and funerals.)

Better Homes and Gardens, ed. Decorating Book. Des Moines, Iowa: Meredith Corporation, 1975. 400 pp. ($12.95, l.p. Using color with confidence, window fashions for every room, decorating on a budget, new decorating for old rooms, selecting and arranging furniture.)

Better Homes and Gardens, ed. Sewing for Your Home. Des Moines, Iowa: Meredith Corporation, 1974. 208 pp. ($7.95, l.p. Colors and fabrics; sewing basics; techniques for constructing window fashions, bedspreads, quilts, pillows and cushions, slip covers, table linens, bath accessories, and outdoor furniture.)

S State adopted textbook
G Grade level readability

l.p. list price
s.p. school price

Bielefeld, Carole, and Young, Lorelle. Hometrics Book. Sunnyvale, California: Enrich, Inc., n.d. ($5.95, l.p. Metrically presenting topics such as nutrition, food selection and preparation, recipes, selection and sizing of clothes, stitchery, home design, interior decorating, landscaping, gardening, and consumer education.)

Bradford, Barbara Taylor. Easy Steps to Successful Decorating. New York, New York: Simon and Schuster, Inc., 1971. 286 pp. ($12.50, l.p. Color, flooring, wall coverings, windows, guidelines for choosing furniture, furniture styles, lighting, accessories, and ideas for budgeting space and money. G: 10.)

Bradford, Barbara Taylor. How To Solve Your Decorating Problems. New York, New York: Simon and Schuster, Inc., 1976. 262 pp. ($14.95, l.p. Decorating difficult windows and awkwardly shaped rooms; overcoming space problems; revitalizing a tired room; formulas for solving color problems; giving a room focus; budget decorating ideas; updating kitchens and bathrooms; decorating ideas for children's rooms; and decorating for a man.)

Conran, Terence. The House Book. New York, New York: Crown Publishers Inc., 1974. 448 pp. (Style, elevations, internal layout, floors, walls, windows, lighting, color, heating, co-ordination, storage, halls, stairs, landings, living-rooms, eating rooms, kitchens, working areas, bedrooms, one-room living, children's rooms, bathrooms, attics, basements/cellars, adding an extra room, finishes, maintenance, and going metric.)

Drapery Making-1. New Brunswick, New Jersey: New Jersey Vocational-Technical Curriculum Laboratory, 1970. 196 pp. ($2.50, l.p. Good work habits, care and use of tools and equipment, fabrics, arithmetic for drapery making, instructions for making draperies, and glossary. Easy reading.)

Drapery Making-2. New Brunswick, New Jersey: New Jersey Vocational-Technical Curriculum Laboratory. ($2.50, l.p. Language of the trade, selecting materials, drapery hardware, arithmetic for drapery making, the job sheet, getting ready to make draperies, lined draperies, how to make a lined drapery, and problem solving.)

Faulkner, Ray, and Faulkner, Sarah. Inside Today's Home. 4th ed. New York, New York: Holt, Rinehart, and Winston, 1975. 608 pp. ($13.95, l.p. Activities, space and equipment; design and color; materials; major elements; the whole house; and historical heritage.)

Fibers and Fabrics. Austin, Texas: Instructional Materials Center, 1976. 253 pp. ($7.50, l.p. Product specifications and information on natural and synthetic fibers: finishes, care, construction, weaves, and uses of fabrics. G: 11.)

Furniture for the Home. Austin, Texas: Instructional Materials Center, 1974. 145 pp. ($7.00, s.p.; $2.00, s.p., answer book. Classifying furniture; woods used in furniture; metals, plastics, and other materials used in furniture; upholstery fabrics, padding, and filling materials; construction; embellishments and finishes, furniture styles and periods; identifying individual furniture items and their uses; and bedding.)

Geck, Francis J. Interior Design and Decoration: An Outline. 4th ed. Dubuque, Iowa: William C. Brown Company, Publishers, 1971. 259 pp. ($7.95, l.p. Design elements, design principles, interior details, and period styles.)

Gilliatt, Mary. Decorating: A Realistic Guide. New York, New York: Pantheon Books. 320 pp. ($25.00, l.p. Planning and executing an interior design scheme; floor, window and wall treatments; tips on choosing furniture; and using what one owns already in personal and creative arrangements.)

Good Housekeeping Decorating and Do-It-Yourself. New York, New York: Good Housekeeping Books, 1977. 256 pp. ($15.95, l.p. Planning your home, interior design, decorative finishes, tools and techniques, cooking and eating areas, leisure areas, bedrooms, bathrooms, children's rooms, storage, work areas, one room living, and glossary.)

Gordon, Robert L. Professional Flower Arranging for Beginners. San Luis Obispo, California: Arco Publishing Company, Inc., 1974. 128 pp. ($6.95, l.p., hard cover; $4.95, l.p., soft cover. Basic floral materials; equipment; care of flowers; design styles of flower arrangement; designing flower arrangements and centerpieces, and using elements of design.)

Home Furnishings Aide, Teacher Edition. Rev. ed. Lubbock, Texas: Home Economics Instructional Materials Center, 1976. 631 pp. ($12.00, l.p., in Texas; $15.00, l.p., out-of-state; $7.50, l.p., student copy in Texas; $10.00, l.p., student copy, out-of-state. Business aspects; elements and principles of design; displaying merchandise; the client's home; selection of floor and wall coverings, furniture, window treatments, and accessories; china department; textiles; sewing tools and equipment; sewing machines; stitching and pressing techniques; construction of draperies, window treatments, and miscellaneous furnishings; care and maintenance. G: 9, student edition.)

How to Grow House Plants. Menlo Park, California: Lane Publishing Company, 1976. 80 pp. ($2.45, l.p. Selecting healthy plants; choosing the proper soil, container and location for best results; and maintaining thriving plants.)

How to Make Your Windows Beautiful, Volume V. Sturgis, Michigan: Kirsch Company, 1974. 128 pp. ($0.75, s.p. Window treatments, measuring instructions for draperies and drapery hardware, making basic draperies and curtains.)

Joel, Shirley. Fairchild's Book of Window Display. New York, New York: Fairchild Publications, Inc., 1973. 181 pp. ($15.00, l.p. Accessories and cosmetics; the boutique approach and small speciality shop; children and young people; color; fashion; home furnishings and furniture; men's wear; seasonal; institutional; special events; and tricks of the trade.)

Johnstone, James B. Furniture Upholstery and Repair. Menlo Park, California: Lane Publishing Company, 1970. 80 pp. ($2.45, l.p. Frame building, repair and restyling; springs and their supports; edge softening and shaping; stuffings and muslin covers; channeling and tufting, final covers; cushions, pillows and bolsters; caning and rushing; and upholstery terms.)

Kaplan, Barbara. Home Furnishings. Indianapolis, Indiana: Bobbs-Merrill Company, Inc., 1975. 151 pp. ($7.35, l.p.; $5.00, l.p., teacher's manual. Design elements and principles, history of furniture, furniture construction, floor coverings, wall coverings, windows, window treatments, lighting, accessories, and tableware.)

Kleeberg, Irene Cumming, ed. The Butterick Home Decorating Handbook. New York, New York: Butterick Publishing, 1976. 256 pp. ($3.95, l.p. Selecting, purchasing and caring for home furnishings; and dictionary of terms related to home decorating.)

Kornfeld, Albert. Doubleday Book of Interior Decorating and Encyclopedia of Styles. Garden City, New York: Doubleday and Company, Inc., 1965. 360 pp. ($16.95, l.p. The art and practice of decorating, color and how to use it, flooring, wall coverings, window treatments, upholstery, lighting, storage and space dividers, kitchens, bathrooms, nurseries, doors, mantlepieces, hardware, mirrors, paintings, pictures, creative hobbies in your decoration, do-it-yourself projects, and styles of furniture.)

Kraft, Mary. Good Housekeeping Complete Book of Decorating. New York, New York: Franklin Watts, Inc., 1971. 256 pp. ($12.95, l.p. General principles of color, pattern, texture, new product information, shopping ideas, how to get full value when buying rugs, furniture, etc.)

Laas, William, and Conti, Evelyn. The Homemaker's Guide to the Bathroom and the Kitchen. New York, New York: American Standard Inc., 1974. 192 pp. ($1.25, l.p. Maintenance, emergencies, repairs, planning, design, and decor.)

S Lewis, Dora S.; Burns, Jean O.; and Segner, Esther F. Housing and Home Management. Rev. ed. New York, New York: Macmillan Publishing Company, Inc., 1969. 464 pp. ($7.14, l.p. Homes for family living, management for modern families, making the home liveable, homes of the future, and planning careers in housing. G: 10.)

Lewis, Evelyn L. Housing Decisions. South Holland, Illinois: Goodheart-Willcox Company, 1978. 352 pp. ($8.97, s.p. Housing for you (satisfaction and life style); making housing choices; what to look for inside a house; and progress in housing from past, to present and future.)

Lindahl, Judy. Decorating With Fabric. Altoona, Pennsylvania: Butterick Publishing, 1973. ($7.47, s.p. Quick and inexpensive techniques for decorating living rooms, dining rooms, bathrooms, kitchens, playrooms, bedrooms, etc. with fabric.)

McCall Editors. McCall's Do It Yourself Traditional Decorating. New York, New York: Random House, Inc., 1974. 127 pp. ($7.95, l.p. How to duplicate some furnishings and accessories of America's traditional decorating styles: Early American, 18th Century Colonial, America's Neo-Classic Era, Victorian, "Art Nouveau," past and present look; window treatments for traditional rooms; and the well dressed bed.)

McCall's Sewing For Your Home. Rev. ed. New York, New York: Simon and Schuster, Inc., 1977. 224 pp. ($9.95, l.p. Key your color scheme to a fabric; basic how-tos and directions for projects for bedrooms, window treatments, children's rooms, tablecloths, pillows, cushions, and mattress covers.)

Mauger, Emily M. Modern Display Techniques. New York, New York: Fairchild Publications, Inc., 1964. 128 pp. ($8.95, l.p. Effective display, the importance of setting, window copy, the psychological aspects of display, and future trends. G: 11.)

Merchandise Display. 4th ed. Austin, Texas: Instructional Materials Center, 1972. 221 pp. ($7.00, l.p.; $2.50, l.p., answer book. Merchandise display, principles, techniques, arrangement, design, lighting, color, and signing.)

Moore, Alma Chesnut. How To Clean Everything. New York, New York: Simon and Schuster, Inc., 1971. 210 pp. ($1.95, l.p. Procedures for cleaning various surfaces and articles presented alphabetically.)

S Morton, Ruth, et al. The Home: It's Furnishings and Equipment. New York, New York: McGraw-Hill Book Company, 1970. 481 pp. ($10.84, l.p. Planning, budgeting, buying and arranging furniture and furnishings; and selecting, operating, caring for equipment. G: 10.)

Nicole, Louis. Designer Accessories to Make For Your Home. Altoona, Pennsylvania: Butterick Publishing, 1978. 200 pp. ($5.97, s.p. Inexpensive home accessories keyed to decorative styles; decorator tips on indicating a period, setting a mood, and creating a look.)

Nunn, Richard V., and Nunn, Beverly J. Furniture Repair and Refinishing. Birmingham, Alabama: Oxmoor House, Inc., 1975. 96 pp. ($1.95, l.p. Equipment, structural repairs, repairing minor surface damage, removing an old finish, and furniture finishes.)

Peet, Louise J., and Pickett, Mary S. Young Homemakers' Equipment Guide. 4th ed. Ames, Iowa: The Iowa State University Press, 1974. 375 pp. ($7.95, l.p. Selecting, using, and caring for household appliances; water, heating, and lighting systems; and operating procedures for refrigerators, freezers, gas, electric, electronic ranges, dishwashers, trash compactors, personal appliances, and sewing machines.)

Pepis, Betty. Interior Decoration A to Z. Garden City, New York: Doubleday and Company, Inc., 1965. 224 pp. ($7.50, l.p. Vocabulary of words defining elements that contribute to decorating.)

Pfahl, Peter B. The Retail Florist Business. 3rd ed. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1977. 455 pp. ($13.00, l.p. Flower arranging and foliage arrangements.)

Randall, Reino, and Haines, Edward C. Bulletin Boards and Display. Worcester, Massachusetts: Davis Publications, Inc., 1961. 72 pp. ($4.75, l.p. Combining basic designs and imaginative materials for originality in bulletin boards and displays.)

Retail Floristry Sales and Merchandising. Austin, Texas: Instructional Materials Center, 1977. 234 pp. ($8.50, l.p.; $3.50, l.p., answer key. Designing, display, services, care of flowers and plants, construction and preparation of arrangements. Separate student assignment section included.)

Roda, Janet. Fabric Decorating for the Home. Birmingham, Alabama: Oxmoor House, Inc., 1976. 254 pp. ($19.95, l.p. Diagrams and step-by-step instructions for making 130 room projects with colors, fabrics, and textures related to each of the projects.)

St. Marie, Satenig S. Homes Are For People. New York, New York: John Wiley and Sons, Inc., 1973. 400 pp. ($11.95, l.p. Furnishing homes for people, the need for personal space, planning furnishings to meet human needs, understanding design, application of design, color, relationships, and alternatives for a changing society.

Schneider, Rita Marie. Interior Design Careers. Englewood Cliffs, New Jersey: Prentice-Hall, 1977. 122 pp. ($2.67, l.p., paperback. Commercial interior design; design specialties; product design; merchandising; special skills; communications: advertising, public relations, editorial; and teaching interior design.)

Schwartz, Sidney. Housing Careers. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1977. 122 pp. ($2.67, l.p., paperback. The exciting world of housing, careers in management and administration, housing development, housing maintenance and custodial services, the effects of government intervention in housing, and new careers in housing.)

S Sherwood, Ruth F., and Sherwood, George H. Homes Today and Tomorrow. Peoria, Illinois: Chas A. Bennett Co., Inc., 1976. 496 pp. ($13.20, l.p.; NOTE: 1972 ed., Texas state adopted text. History of housing, structure, exterior and interior finishes, plumbing, heating and cooling, lighting, reading blue prints, house styles, site selection, lifestyles, selecting home, space requirements, apartments, design, color, materials, kitchens, and career opportunities. G: 10.)

Slom, Stanley H. Profitable Furniture Retailing: For the Home Furnishings Market. New York, New York: Fairchild Books, 1967. 240 pp. ($7.95, l.p. Open-to-buy, warehousing, display, profit, credit, rentals, advertising, furniture freight, and electronic equipment.)

Stepat-Devan, Dorothy. Introduction to Home Furnishings. 2nd ed. New York, New York: Macmillan Publishing Company, Inc., 1971. 404 pp. ($14.50, l.p. Planning the home, design, styles of furniture, decoration, consumer buying, and home projects.)

Stevenson, Peter, and Stevenson, Susanne. The Art of Making Houses Liveable. Radnor, Pennsylvania: Chilton Book Company, 1972. 208 pp. ($9.95, l.p. Alternative design ideas; step-by-step instructions for closets, counters, etc.; and floor grids.)

Textile Handbook. 5th ed. Washington, D.C.: American Home Economics Association, 1974. 130 pp. ($4.00, l.p. Fibers, yarns, fabric construction, finishes, dyes, fabric design, definitions, maintenance, labeling, legislation, and standards.)

Vanderhoff, Margil; Lavina, Franck; and Campbell, Lucille. *Textiles for Homes and People*. Lexington, Massachusetts: Ginn and Company, 1973. 516 pp. ($9.60, l.p., teacher's guide. Textiles, fabrics, textile laws and standards, consumer needs and wants, tailoring and occupations in textiles. G: 11.)

Waugh, Alice. *Interior Design: A Laboratory Manual for Home Furnishing*. 5th ed. Minneapolis, Minnesota: Burgess Publishing Company, 1967. 77 pp. ($4.95, l.p. Judging a room, room design, light and dark, patterns and fabrics, arranging furniture, selecting furniture, budgeting time and money, accessories, color, and styles of furniture.)

Whiton, Sherrill. *Interior Design and Decoration*. 4th ed. Philadelphia, Pennsylvania: J.B. Lippincott Company, 1974. 699 pp. ($29.95, l.p. Period decoration and furniture, contemporary design, basic interior, design materials and accessories, and interior planning.)

Wilkinson, Jean, and Duff, Katharyn. *Flower Fabrications*. Altoona, Pennsylvania: Butterick Publishing, 1977. 208 pp. ($9.72, s.p. Silk tulips, organdy roses, gingham cornflowers, crepe paper daisies, and other hand fashioned flowers; lifesize patterns for tracing; and display suggestions.)

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Brown, Jan. *Buy It Right - A Shopper's Guide to Home Furnishings*. Mundelein, Connecticut: Career Institute, Inc., 1974. ($2.95, l.p. Evaluating price, style, "brand names" and hidden construction details; setting up a furniture budget; and guides to fabric, fibers, and furniture.)

Ethan Allen Treasury. Danbury, Connecticut: Ethan Allen, Inc., 1975. ($10.00/4 copies, l.p. Furniture styles and room arrangements.)

Getting Beauty and Value for Your Decorating Dollars. Danbury, Connecticut: Ethan Allen, Inc., 1973. 96 pp. ($1.25, l.p. Furniture styles; color; buying furniture, upholstery, carpeting, and resilient flooring; window dressing; lighting; wallcoverings; accessories; decorating; care of woods, upholstery, silver, pewter, brass, copper, wallcoverings and carpets; and a glossary of furniture terms.)

Living Walls. New York, New York: Wallcovering Industry Bureau. (Free. Effects achieved with wall coverings.)

Sew-It-All for the Home. New York, New York: Simplicity Pattern Company, Inc., 1973. 96 pp. ($1.00, l.p. Decorating with fabric, sewing terms and techniques; construction of window treatments, bedspreads, pillows, table linens, chair and slip covers.)

Windows Beautiful Vol. VI. Sturgis, Michigan: Kirsch Company, 1977. 139 pp. ($1.95, l.p. Types of drapery and curtain fabrics, types of windows, hardware, and construction of valances and cornices.)

PAMPHLET SOURCES

Bissell Consumer Service Institute, P.O. Box 1888, Grand Rapids, Michigan 49501

Celanese Fibers Marketing Company, Consumer and Retail Information, 522 Fifth Avenue, New York, New York 10036

Johnson Wax, Dept. TT, Consumer Services Center, 1525 Howe Street, Racine, Wisconsin 53403

Kogos Publications Company, 77 Maple Drive, Great Neck, New York 11021

Kroehler Manufacturing Company, Consumer Education Division, 222 East Fifth, Naperville, Illinois 60540

National Association of Furniture Manufacturers, Inc., 8401 Connecticut Avenue, Suite 911, Washington, D.C. 20015

Sears, Roebuck and Company, Consumer Information Services, Dept. 703 - Sears Tower, Chicago, Illinois 60684

Southern Furniture Manufacturers Association, P.O. Box 951, High Point, North Carolina 27261

The Sperry and Hutchinson Company, Consumer Services, 2900 West Seminary Drive, Ft. Worth, Texas 76133

Sunset Books, Lane Publishing Company, Willow and Middlefield Roads, Menlo Park, California 94025

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Union Special Corporation, 404 North Franklin Street, Chicago, Illinois 60610

PERIODICALS

American Home. New York, New York: American Home Publishing Co., Inc. ($5.94, annual subscription. Published monthly. Home decorating, food and wine, lifestyles, and special features.)

Architectural Digest. Boulder, Colorado: Architectural Digest. ($16.95, 6 issues. Decorating, collecting, fine arts, antiques, gardens, and interior design.)

Better Homes and Gardens. Des Moines, Iowa: Meredith Corporation. ($8.00, 1-year subscription. Published monthly. Home furnishings, decorating, legal matters, building, grooming, money, health, crafts, food, education, projects, decorating, travel and shopping.)

Budget Decorating. New York, New York: Maco Publishing Company, Inc. ($1.00, single copy. Published bi-monthly. Home decorating, furnishings and remodeling.)

Co-ed. Englewood Cliffs, New Jersey: Scholastic Magazines, Inc. ($8.00, 9 issues. Published monthly--September to May/June, August. Special features on child development; intellectual, social, emotional, and physical aspects of teenage girls; food preparation; fashion: to make, to buy; housing; and money management.)

Fabric Facts. Joliet, Illinois: International Fabricare Institute. ($3.50, annual subscription. Published bi-monthly. Fabric information, dealing with fabric problems, construction techniques, and care information.)

Family Circle. New York, New York: Family Circle, Inc. ($0.55, single copy; available at newsstands. Published monthly. Home furnishings, decorating, food, fashions, beauty, health, diet and nutrition.)

Florist. Detroit, Michigan: Florists' Transworld Delivery Association. ($12.00, annual subscription. Published monthly. New trends and aids, flower arranging, care of flowers, and corsage making.)

Forecast. Englewood Cliffs, New Jersey: Scholastic Magazines, Inc. ($8.00, 9 issues. Publised monthly--September to May/June. Co-ed magazine. Teaching techniques, special features, clothing and textile arts, healthand grooming, food and nutrition, home furnishings and equipment, careers, crafts, personal development, and consumer awareness.)

Future Homemaker. Austin, Texas: Texas Education Agency. ($0.20, a year. Available only to Texas FHA. Published four times a year--August, October, January, May. Highlights from homemaking programs in Texas.)

Good Housekeeping. New York, New York: Hearst Corporation. ($8.97, 1-year; $16.97, 2-year; and $24.97, 3-year subscription. Published monthly. Home furnishings, food, beauty, health, needlework, fashions, home building and decorating, diet and nutrition.)

House and Garden. New York, New York: Conde Nast Publications, Inc. ($10.00, annual subscription. Published monthly. Decorating, architecture, building; antiques and restorations, crafts, feature articles, wine and food, gardening, beauty and health, travel.)

House Beautiful. New York, New York: Hearst Corporation. ($10.00, annual subscription. Published monthly. Decorating, remodeling, home improvement, food and drink, and monthly features.)

House Beautiful's Home Decorating. New York, New York: Hearst Corporation. ($2.00, single issue. Published quarterly. Home improvement, decorating, remodeling, and furnishings.)

Illinois Teacher of Home Economics. Urbana, Illinois: Illinois Teacher, University of Illinois. ($7.50, 1-year subscription. Published five times during academic year. Teaching techniques and curriculum ideas.)

Ladies' Home Journal. New York, New York: Downe Publishing Co., Inc. ($6.99, 1-year; $9.99, 2-year subscription; $0.75, single copy. Published monthly. Food and equipment, fashions and sewing, health and beauty, home furnishings, decorating and crafts.)

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1,001 Decorating Ideas. New York, New York: Family Media Inc. ($5.95, 1-year subscription; $11.00, 2-years; $1.25, each back issue. Published monthly. Order from: 1,001 Decorating Ideas. Interior design and decorating, remodeling and building, better living, decorating questions answered, and buyer's guide.)

Penney's Forum. New York, New York: J.C. Penney Company, Inc. (Free. Distributed by managers of J.C. Penney stores bi-annually. Curriculum ideas; teaching techniques; and special features such as value clarification, consumerism, interpersonal relationships, attitudes, behavior, human potential, and other information for educators.)

Southern Florist and Nurseryman. Fort Worth, Texas: Southern Florist Publishing Company. ($12.00, annual subscription. Published monthly. Flower arranging, corsage making, mechanical aids, identification, and care of flowers.)

Teen Times. Washington, D.C.: Future Homemakers of America. ($3.00, 1-year subscription; $0.75, single copy. Published quarterly--September, November, January and March. In-depth projects to meet goals, using articles as teaching tools, career information, and member idea exchange.)

Tips and Topics. Lubbock, Texas: Texas Tech University. ($4.00, quarterly. Order from: Tips and Topics. Teaching ideas and information on current trends in the field of home economics.)

What's New in Home Economics. Philadelphia, Pennsylvania: North American Publishing Company. ($29.00, 15 issues. Order from: What's New in Home Economics. Published monthly--May, September, and December; twice monthly--January, February, March, April, October, November. Special features on child development, consumer education, nutrition, clothing and textiles, housing, and money management; critique of new educational materials and teaching techniques.)

PERIODICAL SOURCES

School library and local newsstand

TEACHING AIDS

The Butterick Interior Design Series. Altoona, Pennsylvania: Butterick Publishing, 1977. ($198.00, l.p., purchase, series; $62.00, l.p., purchase, each program. Eight filmstips, 10 minutes each, cassettes, teachers guide, transparencies, wallchart and study sheets. Program 1, A Living Environment; What Makes a Home; Organizing Space; Program 2, Working with Space; Learning to Look; Furniture: a Lesson in Form, Space, and Line; Program 3, Working With Backgrounds; Color, Light, and Texture; Floors, Walls, and Windows; Program 4, Putting It All Together; and Putting It All Together on a Budget.)

Care of Wood Furniture; First Aid for Furniture. North Wilkesboro, North Carolina: American Drew, Inc., n.d. ($12.00, l.p., purchase; $5.00, l.p. rental. Two filmstrips, 10 minutes each; 30 booklets, "Furniture Care + First Aid For Furniture Finshes." How to care for furniture finishes, how to protect finishes, and what to do when damage occurs.)

Careers in Home Furnishings. New York, New York: Fairchild Books, n.d. ($80.00, s.p., purchase. Thirty-two slides, color. Career possibilities, basic vocabulary, school and on-the-job training.)

Careers in Housing: The Interior. Altoona Pennsylvania: Butterick Publishing, 1974. ($72.00, l.p., purchase. Four filmstrips, color, sound, 10 minutes, cassettes or records, teacher's guide. The Interior Environment and Design, Merchandising and Manufacturing, Service and Communication, Getting From Here to There.)

Color Bingo. Kansas City, Missouri: Gillum Book Company, n.d. ($6.95, l.p. One game, 28 players cards, question and answer caller cards, players markers, instructions. Color harmony and color uses.)

Color Harmony. Kansas City, Missouri: Gillum Book Company, n.d. ($24.75, l.p. One resource kit, color wheel--classroom size, 22" x 22"; guide to color harmony; 229 color paper swatches; 60 fabric swatches. Color, texture, and color harmonies.)

Creative Bedrooms. Chicago, Illinois: Serta, Inc., n.d. ($9.50, l.p. Twenty-five student manuals, teacher's guide with detailed lesson plans. Beds, bedding, and bedroom decor.)

Creative Bedrooms Filmstrip. Chicago, Illinois: Serta, Inc., n.d. ($6.00, l.p., purchase. One filmstrip, record. Decorator bedrooms and a tour through a mattress factory telling the story of mattress construction.)

Cumming, Anita H. Interior Decorating: A Practical Approach. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1975. ($96.00, s.p., purchase, with records; $98.00, s.p., purchase, with cassettes. Five filmstrips, color, sound. Floor plans and traffic patterns, color, accessories, budget, and the eclectic approach.)

Decorating Bingo. Kansas City, Missouri: Gillum Book Company, n.d. ($6.95, l.p. One game, 28 players cards, question and answer caller cards, players markers, instructions. Home arrangement and decorating.)

Display Roundup. New York, New York: Fairchild Books, n.d. ($146.00, s.p., purchase. Seventy-five slides, color, two audio cassettes. Effective displays to make the customer stop and look; store image; and how stores are finding new ways to use previously "unmerchandised" wall areas--both interior and exterior--not only for merchandise display, but also to create an atmosphere which enhances the merchandise.)

Ethan Allen Home Fashion Course. Danbury, Connecticut: Ethan Allen, Inc., 1975, ($34.75, s.p., purchase. One resource kit, 10-lesson teacher's guide; six copies of the "Ethan Allen Treasury of American Traditional Interiors" decorating book; 25 copies of students' mini home decorating booklets, "Getting Beauty and Value for Your Decorating Dollars;" thee film strips; four furniture charts; 25 color wheels. Analyzing your home, color, pattern and texture, floor plans and elevation, furniture, window treatments, lighting, floor coverings, accessories, and buymanship improvisation.)

The Home Decoration Series. New York, New York: McGraw-Hill Films, n.d. ($58.00, l.p., purchase, record; $60.00, l.p., purchase, cassette. Two sets of four filmstrips, color, sound, 70 frames each. Set I--Elements and principles of design, selecting furniture, and arranging furniture. Set II--Selecting tableware, selecting fabrics, lighting, and decorating.)

House Planning and Decor. Kansas City, Missouri: Gillum Book Company, n.d. ($47.50, l.p.; $0.60, l.p., student pack. One resource kit, 76 pieces of wood furniture (1/2" scale); base for room models; doors and windows; blue prints; teaching guide. Decorating, planning, and reading blue prints.)

Housing and Home Furnishings. Altoona, Pennsylvania: Butterick Publishing, 1975. ($85.00, l.p., purchase. Four filmstrips, color, sound, cassettes or records, teacher's guide, spirit masters. Different People, Different Homes; You and Your Living Space; Housekeeping Up-Keep; Spending Your Housing Dollars.)

Imperial Bedrooms. Chicago, Illinois: Serta, Inc., n.d. ($3.50, l.p., purchase, slide presentation and 25 brochures; $2.00, purchase, additional set of 25 brochures. Thirty-five mm slides, 25 brochures. History of beds and bedding.)

A Look Into the Home Furnishings Industry. New York, New York: Larimi Communications Associates, 1975. ($12.00, l.p. One resource kit, three color filmstrips, cassette, three wall charts, six spirit master worksheets, educator's resource manual. Consumer trends, how design decisions are made, how and why new fashion trends originate, production and distribution processes, career opportunities, creativity and consumer decision-making skills, textile use and care.)

McDevitt, M.A. Selection of Window Treatments. Washington, D.C.: Home Economics Education Association, 1972. ($1.25, l.p. One resource kit, series of tests. Types and uses of fabrics for various window treatments.)

Modernized Metric System and Conversion Chart. Thorndale, Pennsylvania: Roy G. Scarfo, Inc. ($3.00, l.p., folded chart; $4.00, l.p., unfolded chart mailed in a tube; quantity rates available. One chart, two-color, length 28 1/2" x 22 1/2". Defines and illustrates the seven base units of the metric system: the meter, kilogram, second, ampere, kelvin, mole and candela; common conversions; multiples and prefixes expressed in a decimal system; automotive conversions; visual comparisons; clothing sizes; and metric conversion factors needed in industry, school, and home.)

Moving Furniture on Paper. Naperville, Illinois: Kroehler Manufacturing Co., n.d. (Free. Room planners and scaled furniture drawings.)

New Trends in Advertising, Promotion, and Display. New York, New York: Fairchild Books, n.d. ($90.00, s.p., purchase. Thirty-five slides, audio cassette. Display, advertising, and promotional techniques introduced by retailers and other business firms.)

Puzzle #2--Interior Design. Dallas, Texas: S:HE, n.d. ($0.95, 1.p. One crossword puzzle, 24 words, color terminology, design characteristics, window treatments, and furniture arrangement.)

Room Plan--Interior Design. Dallas, Texas: S:HE, n.d. ($2.00, 1.p. One set of building plans, a wooden base on which to set up rooms of any shape and size. Building plans for a three-dimensional look at room design and furniture arrangement; walls of wooden base can be used in an upright position or flat.)

Singing Saws. North Wilkesboro, North Carolina: American Drew, Inc., n.d. ($12.00, 1.p., purchase, $5.00, 1.p., rental, film strip-cassette; $5.00, 1.p., rental, slides-cassette. One fimstrip or slides, 17 minutes, cassette. Steps in the manufacture of wood bedroom and dining furniture, construction features, finishing points, things to consider when shopping for furniture, ecology and wood furniture.)

Times Sure Have Changed...Or Have They? Danbury, Connecticut: Ethan Allen, Inc. ($150.00, 1.p., purchase; $15.00, 1.p., rental. Order from Karol Media. One 16 mm film, color, sound, 22 minutes. History of American furniture from the Puritan century to "Space Age Traditional.")

TEACHING AID SOURCES

American Institute of Laundering, Educational Materials, Textile Services Division, Joliet, Illinois 60434

American Textile Manufacturers Institute, 1501 Johnston Building, Charlotte, North Carolina 28281

American Thread, Consumer Sewing Editor, High Ridge Park, Stamford, Connecticut 06905

Bissell, Inc., Consumer Services Institute, Grand Rapids, Michigan 79501

Coats and Clark, Inc., P.O. Box 1010, Toccoa, Georgia 30577

The McCall Pattern Company, Educational Department, P.O. Box 9119, Manhatten, Kansas 66502

Sears, Roebuck and Company, Consumer Information Services, Department 703 - Public Relations, 303 East Ohio Street, Chicago, Illinois 60611

The Singer Company, 30 Rockerfeller Plaza, New York, New York 10020

Stevens, J.P., and Co., Inc., Stevens Tower, 1185 Avenue of the Americas, New York, New York 10036

PUBLISHER'S LIST

American Drew, Inc.
P.O. Box 489
North Wilkesboro, NC 28659

American Home Economics Association
2010 Massachusetts Avenue, N.W.
Washington, D.C. 20036

American Home Publishing Co., Inc.
641 Lexington Avenue
New York, NY 10022

Arco Publishing Co., Inc.
219 Park Avenue, South
New York, NY 10003

Architectural Digest
P.O. Box 2418
Boulder, CO 80302

Bennett, Chas. A., Co., Inc.
809 West Detweiller Drive
Peoria, IL 61614

Bobbs-Merrill Educational
Publishing
4300 West 62nd Street
Indianapolis, IN 46206

Brigham Young University Press
218 University Press Building
Provo, UT 84602

Brown, William C., Co., Publishers
2460 Kerper Boulevard
Dubuque, IA 52001

Burgess Publishing Company
7108 Ohms Lane
Minneapolis, MN 55435

Butterick Publishing
161 Avenue of the Americas
New York, NY 10013

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Consumer Services Division
555 East Lange Street
Mundelein, IL 60060

Chilton Book Company
Sales Service Department
201 King of Prussia Road
Radnor, PA 19089

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New York, NY 10017

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50 Portland Street
Worcester, MA 01608

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Garden City, NY 11530

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DP Center
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Southfield, MI 48037

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Washington, D.C. 20036

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Box 4504 Station C
Kansas City, MO 64124

Goodheart-Wilcox Company, Inc.
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South Holland, IL 60473

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757 Third Avenue
New York, NY 10017

Hearst Corporation
717 Fifth Avenue
New York, NY 10022

Holt, Rinehart, and Winston, Inc.
383 Madison Avenue
New York, NY 10017

Home Economics Education
Association
1201 Sixteenth Street, N.W.
Room 528
Washington, D.C. 20036

Home Economics Instructional
Materials Center
Texas Tech University
P.O. Box 4067
Lubbock, TX 79409

Illinois Teacher
351 Education Building
University of Illinois
Urbana, IL 61801

Instructional Materials Center
Main Building 2400
The University of Texas at Austin
Austin, TX 78712

International Fabricare Institute
P.O. Box 940
Joliet, IL 60434

The Interstate Printers and
Publishers, Inc.
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Danville, IL 61832

The Iowa State University Press
South State Avenue
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Paramus, NJ 07652

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Department SP 275
Sturgis, MI 49091

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222 East Fifth
Naperville, IL 60540

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Willow and Middlefield Roads
Menlo Park, CA 94025

Larimi Communications Associates,
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Lippincott, J.B., Co.
521 Fifth Avenue
New York, NY 10017

McGraw-Hill Book Company
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New York, NY 10020

McGraw-Hill Films
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New York, NY 10020

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866 Third Avenue
New York, NY 10022

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699 Madison Avenue
New York, NY 10021

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New Jersey Vocational-Technical
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Oxmoor House, Inc.
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Simplicity Pattern Co., Inc.
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Southern Florist Publishing Co.
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Austin, TX 78701

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Texas Tech University
Lubbock, TX 79409

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c/o National Textbook Company
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